

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 15 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。)

*Mari and Ryo are classmates in high school. Tim, a student from New Zealand, is now studying at their high school. They're going to have a *debate on global warming in class next Wednesday. Now they're talking about how to *research the *topic in their classroom.*

Mari: Oh, dear! What should I do?

Ryo: 1-a

Mari: I've looked for information about global warming for two days. I haven't found any useful information yet.

Ryo: Oh, you haven't? Why don't you research it on the Internet?

Mari: Well, I already did. But there was so much information that I couldn't find things I really wanted to know.

Tim: Did you look for books in the library?

Mari: No, I didn't. How about you, Ryo?

Ryo: 1-b I often go to the computer room in the library, but I've never borrowed a book there.

Tim: Are you saying that you can get enough information without books?

Ryo: Well... yes. As you know, the number of books in a library is *limited. If you use the Internet, you can connect to computers around the world. The Internet is much more useful when you research something.

Tim: You don't understand libraries then!

Mari: What do you mean?

Tim: You know that *librarians usually work in libraries.

Mari: Yes.

Tim: They know about a lot of books in libraries and can tell you about books which can give you good information.

Ryo: I understand.

Tim: I'm glad you do.

Ryo: But now a lot of people need to get the newest information. *Publishing a book takes some time. So books can't give you the newest information as the Internet can.

Tim: That's true. But do you know that some information on the Internet may be wrong?

Mari: Oh, really?

Tim: Some people believe that some information is true, and they put it on the Internet without thinking. So the information you get there may not be true.

Mari: I'm getting worried about researching only on the Internet. Why don't we go to the library now?

Ryo: Well... OK.

Tim: Let's go!

Mari, Ryo, and Tim are visiting the school library now. They've found a librarian working at a desk.

Tim: Hello, Mr. Aoki. Could you talk with us for a while?

Mr. Aoki: Yes, of course. Hello, everyone. What's up? Oh, Tim, the book you wanted to read last month has finally come back.

Tim: Great!

Mr. Aoki: I'm sorry you had to wait more than three weeks. This book is very popular among the students.

Tim: Thank you very much, Mr. Aoki. Actually, we were talking about how to research for our debate. We can't decide which is more useful, a library or the Internet.

Ryo: (2) It may be difficult to [① you ② when ③ get ④ you research ⑤ need quickly ⑥ a book] something. You sometimes have to wait for a long time as Tim did. Or you have to visit other libraries. That can be a lot of trouble.

Mr. Aoki: You may be right. You may need more time to get some information from books or magazines than from the Internet. In that *sense, the Internet is quicker and more useful.

Mari: To *prepare for the debate next Wednesday, I'd like to read a lot of different opinions about global warming.

Mr. Aoki: We have several books on global warming here, Mari. But in*the National Diet Library, you can even read *theses which are not published as books or magazines. You may be able to read different opinions about it there.

Mari: Oh, really? I'd like to visit there.

Mr. Aoki: Now, do you know anything else you can do in a library other than research things with books?

Mari: When I was a child, I sometimes walked to a library with my mother. It was near my house. In the library, there were other children with their mothers, and some of the mothers read picture books to us. I loved it.

Mr. Aoki: Did you? In some libraries, mothers can talk with each other about problems in *raising their small children.

Ryo: Is that so?

Mr. Aoki: That's right! By the way, Tim, you won the Biblio Battle last week.

Congratulations!

Tim: Thank you very much, Mr. Aoki.

Mari: What's a Biblio Battle?

Ryo: In a Biblio Battle, players introduce their favorite books, and then the people watching the battle choose the book they want to read the most.

Mari: 1-e Now that brings back memories. I read my favorite books again and again when I was a child. I wanted my friends to read and like them, too.

Ryo: 4-a

Mari: 4-b

Tim: 4-c

Mari: 4-d

Ryo: Yes, on a computer in this library. Mr. Aoki helped us with the Internet during the Biblio Battle.

Tim: After the battle, he gave me a chance to talk with those students. They're studying *agriculture at school. He knew that I'd like to *pursue agriculture after graduating from college.

Mari: You've already decided what you'd like to do after college?

Tim: Yes. I often talked to Mr. Aoki about the *kiwi fruit my grandfather grows in New Zealand. I really enjoyed growing the fruit with him there. Several times, Mr. Aoki showed me books about agriculture.

Mari: Did you like them?

Tim: Oh, yes. They were so interesting that I'm now more interested in agriculture.

Mr. Aoki: Ryo and Mari, what would you like to do in the future? Have you decided yet?

Ryo: I like mathematics, but I didn't know what I should do in the future. Actually, I had a very good time in the Biblio Battle. Now I want to work to connect people through computer *networks.

Mr. Aoki: That's a wonderful idea! Actually, many librarians in Japan are connected by a network. They use it to share information. For the Biblio Battle, a librarian in Fukushima introduced his students to me as the *opposing team.

Mari: Did he? ⁽⁵⁾Librarians do a lot of things for us. I was thinking about becoming a schoolteacher, but now I think it may be good to become a librarian.

Mr. Aoki: It's good to hear that. You can talk to me any time about being a librarian.

Mari: Thank you, Mr. Aoki. We learned a lot about libraries today.

Mr. Aoki: I'm glad you now like libraries.

Tim: We also agree the Internet is useful for researching and communicating with people far away.

Ryo: We should *make good use of both libraries and the Internet, right?

Mari: That's right. Now let's try to do our homework.

Ryo: OK. Let's go over there. There are some books on global warming.

Tim: They are *displayed beautifully. We can easily see the title of each book.

Mr. Aoki: I've just changed the *layout of those books.

Mari: May I join you next time?

Mr. Aoki: Of course! ⁽⁶⁾I'd like that. You're always welcome.

- 〔注〕 debate 討論 research 調べる topic テーマ
 limited 限られた librarian 司書 publish 出版する
 sense 意味 prepare for ~ ~の準備をする
 the National Diet Library 国立国会図書館
 theses (thesis の複数形) 研究論文 raise 育てる agriculture 農業
 pursue 従事する kiwi fruit キーウィ (果物) network ネットワーク
 opposing team 対戦相手のチーム make good use of ~ ~をうまく利用する
 display 並べる layout 配置

〔問 1〕 ~ の中に、それぞれ次のア~キのどれを入れるのがよいか。
 ただし、それぞれの選択肢は一度しか使えないものとする。

- ア Oh, I just remembered! イ Sounds interesting! ウ Don't worry, please.
 エ You're welcome. オ I didn't, either. カ What's the problem?
 キ Here you are.

〔問 2〕 (2) It may be difficult to [① you ② when ③ get ④ you research ⑤ need quickly ⑥ a book] something. とあるが、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たとき、1番目と3番目と5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	3番目	5番目
ア	③	①	②
イ	③	④	①
ウ	③	⑤	⑥
エ	⑤	①	②
オ	⑤	③	①
カ	⑤	④	⑥

〔問 3〕 本文の流れに合うように、 に英文を入れるとき、最も適切なものは、次の中ではどれか。

- ア That means a library is a quiet place for both children and adults.
 イ That means you can leave your children at a library when you have to work.
 ウ That means a library can work as a place to connect people.
 エ That means everyone can get a lot of information for their research.

〔問4〕 本文の流れに合うように、4-a ~ 4-d の中にそれぞれ英文を入れるとき、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。

- ① Ryo knows how to use computers very well. So I asked him to help me with the Biblio Battle with high school students in Fukushima.
- ② Well, yes, I did when I was little. I'm a little surprised about you, too. You know so much about Biblio Battle.
- ③ I'm surprised you liked reading books.
- ④ With students in Fukushima? On the Internet?

ア	② → ① → ③ → ④
イ	② → ③ → ① → ④
ウ	② → ④ → ③ → ①
エ	③ → ① → ④ → ②
オ	③ → ② → ① → ④
カ	③ → ④ → ② → ①

〔問5〕 ⁽⁵⁾ Librarians do a lot of things for us. とあるが、本文で述べられていない内容の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 Librarians take care of people when they take out or return books.
- ② Librarians give lessons on topics people are interested in.
- ③ Librarians read picture books to small children and their mothers.
- ④ Librarians help people when they use the Internet.
- ⑤ Librarians have a network and use it to share information.
- ⑥ Librarians send books to people who live far away.

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

〔問6〕 ⁽⁶⁾ I'd like that. とあるが、その内容を次のように書き表すとすれば、最も適切なものは、次の中ではどれか。

- ア I'll be happy if students make good use of libraries and the Internet.
- イ I'll be happy if students are able to read the title of each book easily.
- ウ I'll be happy if Mari becomes a librarian.
- エ I'll be happy if Mari helps with the layout of books.

〔問7〕 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 Ryo often visited a library to borrow books because he liked reading.
- ② Tim thought libraries were useful because of the advice from librarians.
- ③ Mari already knew that some information on the Internet may not be true before she started to research something.
- ④ Mari and Ryo decided to visit the school library to use the computer there for their homework.
- ⑤ When Mr. Aoki told Mari about the National Diet Library, she wanted to visit it.
- ⑥ Mari and her mother went by train to a library far away from their house.
- ⑦ The books Mr. Aoki showed Tim made him more interested in agriculture.
- ⑧ In the end, Ryo thought libraries were more useful than the Internet.

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

このページには問題はありません。

次のページに進みなさい。

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。)

Today, people use not only paper maps but also maps on the Internet when they go to a place they don't know. Maps are improving. But think about birds. They fly without maps. Some of them follow the land along the sea, mountains, or rivers. They see the sun during the day and the moon and stars at night. They often use these things like maps. In *ancient times, people didn't have maps at all. Like birds, people traveled by land and by sea without them. Through their experiences they made several kinds of maps. By looking at the history of maps, we can learn a lot of interesting things about people at different times.

The oldest maps of the world we have now were found in *Babylonia. They were drawn on *flat *clay tablets around 2,700 years ago. They look like Map A. On this map the main city is at the center. The small *round shapes show other cities around it. The dark round part is the ocean. The seven shapes outside the ocean are other lands. Some people grew food and brought it to others to get things they needed. To do so, they had to know about other cities. Some *scholars say that the maps were made for this purpose. These maps show how people at the time looked at things around them.

1-a

Now, look at Map B. You can see the earth in a round shape. It is not flat like in Map A. How did people start to believe that the earth is round? Around 2,350 years ago, by studying the stars, Aristotle, a famous scholar, began to believe that the earth is round like a ball. Then, one hundred years later, *Eratosthenes heard that people in a town south of his (Town A on Map C) couldn't see any *shadow at noon on a hot summer day. And he found that at the same time of day, in his town (Town B), a shadow was formed at an *angle of 7.2° . He heard the *distance between the towns was 925 km. This is shown on Map C. He used this information and found out that the *circumference of the earth was 46,250 km. ($360^\circ : 7.2^\circ = X \text{ km} : 925 \text{ km}$, $X = 46,250 \text{ km}$) The circumference he found was greater than the real one. That is about 40,000 km. ^(2.1) This happened because the distance between the towns was actually

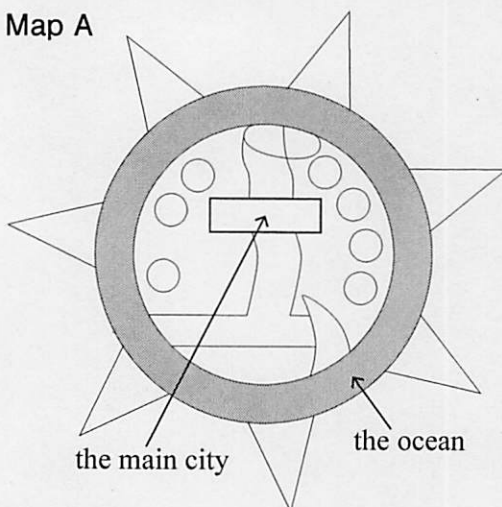
2-a

than 925 km. However, the answer he found was very close to the real circumference.

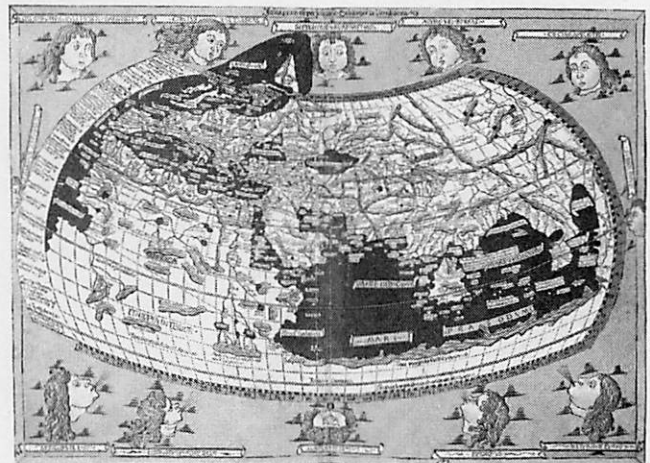
It is 2-b

. After that, other scholars also began to believe the earth is round like a ball.

Map A



Map B



プトレマイオスの世界地図

Then, in the 2nd century *Ptolemy believed that this idea was right and drew a map of the round earth on a flat piece of paper for the first time. Now the map he drew is lost, but there is still a book that he wrote about map making. Many centuries later, Map B was made after people learned his ideas from the book. It is called "Ptolemy's World Map."

In Europe from the 12th century on, more maps were made, and there were more people who had an interest in going out to other places for trade. *Marco Polo was one of them. In 1271 he left Europe at seventeen and traveled to Asia. After he had a lot of interesting experiences there, he came home in 1295. In the book "The Travels of Marco Polo," Japan was introduced as "Zipangu" to people in Europe for the first time. 1-b

In the 15th century there were two things which had a great influence on map making. First, there was a strong interest among some people in sailing across the ocean to discover places far away for trade. Second, the *printing press was produced, and books were made more easily than before. More people enjoyed reading books. Some of them loved books like "The Travels of Marco Polo" and became interested in other places, especially in Asia. Later, when maps were also made by the printing press, people could get them and use them to sail across the ocean.

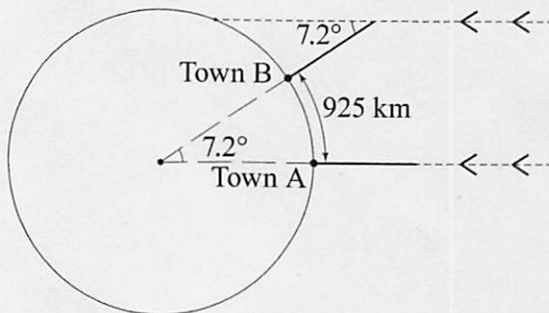
1-c One of them was *Christopher Columbus. When he was young, he helped his father with sea trade and went out to the sea.

3

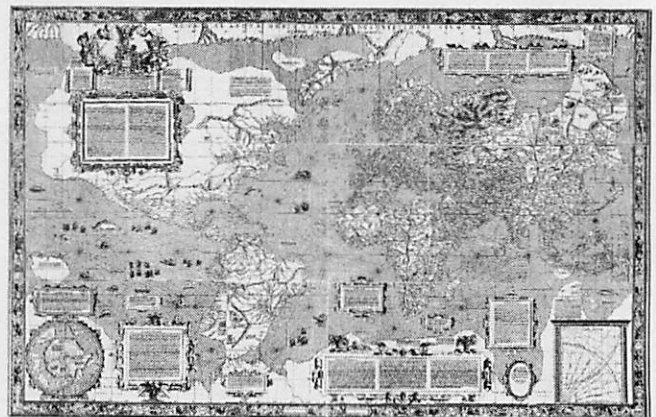
Two months after he left, he thought he would be able to reach Asia soon, but he couldn't see any land. Some of the sailors on the ship felt afraid because they could not believe the earth is round like a ball. However, Columbus strongly believed the earth is round and was sure that he would get to the land. He did his best to encourage the sailors and finally they saw the land. Actually, the land Columbus reached was America, but he believed it was Asia.

Why did he believe so? Here are the reasons. America was not on the maps and not even on the *globe made in 1492, the oldest globe we have now. Also, on the maps in those days, "Zipangu" was drawn at the far end of the east, and *the Atlantic Ocean was at the end of the west.

Map C



Map D



メルカトルの世界地図

So, when they put both ends together, the distance between Asia and Europe did not look great at all.

(2-2) It looked much than the real one. He thought that if he took a course to the , not one to the , he could reach Asia much faster. From the maps, he believed Asia was closer to Europe than it really was.

One of them, Amerigo Vespucci, realized that the land Columbus found was a new land, not Asia. Later, the land was named America after his name. In 1519, *Magellan left Spain with 265 people and sailed south across the Atlantic Ocean and around the end of South America. Then, he sailed across *the Pacific Ocean and finally reached Asia. It was a very difficult journey. Among the people on the ship, only 18 were able to return to Spain in 1522. This was the first journey around the world. After this, several things happened. A lot more people became sure that the earth is really round like a ball. (4) Also, it was necessary to make new maps. That was not easy for people who made maps.

Let's take a look at Map D now. This map was made in 1569. For trade, people needed to sail across the ocean and get to places they wanted to without a mistake. For that a lot of sailors started to use this map. By drawing a line from one place to another on the map, they could find the best course to sail. Today, you can see this kind of map in textbooks or on classroom walls and use them to study about the countries of the world.

By reading about the history of maps, you may be able to learn , , and . Today, we can use very *accurate maps, even maps on the Internet, or 3D maps, and see, at home, real pictures of different places all over the world. They help us a lot when we want to know about other places and get there. This will give us more interest in the world and us to travel more and experience new things.

〔注〕 ancient times	古代	Babylonia	バビロニア (西アジアの古代帝国)		
flat	平らな	clay tablet	粘土版	round	丸い
scholar	学者	Eratosthenes	エラトステネス (ギリシャの学者)		
shadow	影	angle	角度	distance	距離
circumference	周囲の長さ	Ptolemy	プトレマイオス (古代ローマの学者)		
Marco Polo	マルコポーロ (ベネチアの商人)	printing press	印刷機		
Christopher Columbus	クリストファー・コロンブス (イタリアの航海者)				
globe	地球儀	the Atlantic Ocean	大西洋		
Magellan	マゼラン (ポルトガルの航海者)	the Pacific Ocean	太平洋		
accurate	正確な				

〔問1〕 本文の流れに合うように、 ~ に、
英文を入れるとき、最も適切なものは次の中ではどれか。ただし、それぞれの選択肢
は一度しか使えないものとする。

- ア Some of these people had a very strong spirit of adventure and opened the door to a new world.
- イ After his adventure, some other people sailed across the Atlantic Ocean to get to the place he found.
- ウ His experiences in Asia gave people more interest in knowing about other places.
- エ They believed that the earth was flat, the land surrounded by the ocean was round, and the other lands held the sky.

〔問2〕 下線部 (2-1), (2-2) の空所に、それぞれ①, または②の語を入れて、英文を完成
させるとき、その組み合わせとして最も適切なものは、それぞれ (A), (B) のア~
エの中ではどれか。

(A)

(2-1) This happened because the distance between the towns was actually than 925 km. However, the answer he found was very close to the real circumference. It is .

- | | | |
|----------------------------------|-----------|--------------|
| <input type="text" value="2-a"/> | ① shorter | ② longer |
| <input type="text" value="2-b"/> | ① natural | ② surprising |

	2-a	2-b
ア	①	①
イ	①	②
ウ	②	①
エ	②	②

(B)

(2-2) It looked much than the real one. He thought that if he took a course to the , not one to the , he could reach Asia much faster.

- | | | |
|----------------------------------|-----------|----------|
| <input type="text" value="2-c"/> | ① shorter | ② longer |
| <input type="text" value="2-d"/> | ① west | ② east |
| <input type="text" value="2-e"/> | ① west | ② east |

	2-c	2-d	2-e
ア	①	①	②
イ	①	②	①
ウ	②	①	②
エ	②	②	①

〔問3〕 3 の中には次の①～④の文が入る。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～カの中ではどれか。

- ① He also read many books and started to have an interest in Asia after he learned about “The Travels of Marco Polo.”
- ② His father told him to learn sailing, study other languages and read many books.
- ③ Later in 1492, when he was given a great chance to go to Asia, he left Spain with 90 people and sailed out to the ocean.
- ④ He followed his father’s advice and learned sailing and other languages.

ア	① → ② → ③ → ④
イ	① → ③ → ② → ④
ウ	① → ④ → ② → ③
エ	② → ① → ③ → ④
オ	② → ③ → ④ → ①
カ	② → ④ → ① → ③

〔問4〕 ⁽⁴⁾ Also, it was necessary to make new maps. とあるが、その理由として最も適切なものは、次の中ではどれか。

- ア People had to make larger maps to show the earth was larger than before.
- イ People had to travel all over the world to draw a lot more accurate maps.
- ウ People had to add “Asia” and “the Atlantic Ocean” to make new maps.
- エ People had to change their maps by adding “America” and “the Pacific Ocean.”

〔問5〕 本文の流れに合うように、5-a , 5-b の中に、どのような1語を入れるのがよいか。本文中に使われている語をそのまま用いて書け。5-a には、p から始まる語が、5-b には、e から始まる語が入る。

〔問6〕

6-a

 ~

6-c

 の中には次の①～⑥のいずれか三つが入る。本文の流れに合うように英語を入れるとき、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。

- ① how to make accurate maps and travel around the world
- ② how people at different times looked at the world around them
- ③ how people lived a happy life after they made accurate maps for trade
- ④ what places people at each time were interested in
- ⑤ what kind of people did not want to use maps to sail across the ocean
- ⑥ what people did or tried to do with a great spirit of adventure

	6-a	6-b	6-c
ア	①	②	④
イ	②	③	⑥
ウ	②	④	⑥
エ	③	④	⑤
オ	③	⑤	⑥
カ	④	⑤	⑥

〔問7〕 次の (A), (B) について、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、それぞれ下のア～シの中ではどれか。

(A)

- ① In ancient times, people did not have maps, so birds showed them the way with the sun, the moon and the stars when they traveled around the world.
- ② The oldest world maps we have now were drawn on flat clay tablets, and some scholars say people at that time used the maps to know about other cities to get things they needed.
- ③ Now, we cannot see the map Ptolemy drew in the 2nd century, but we can learn about map making from a book he wrote.
- ④ People started to use the printing press, but they could not get books to read, and it was always hard to make and share maps.
- ⑤ The oldest globe we have now was made after a group led by Magellan made the first journey around the world.

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

(B)

- ① Eratosthenes found out the circumference of the earth, and the circumference he found was the same size as the real one.
- ② Ptolemy thought the earth is round like a ball, and drew a map of the round earth on a flat piece of paper for the first time.
- ③ Marco Polo left home for Asia when he was seventeen, and came home when he was around forty years old after he had a lot of interesting experiences.
- ④ Columbus and all the sailors on the ship were sure that they could get to Asia because they believed that the earth is round like a ball.
- ⑤ A group led by Magellan made the first journey around the world, but it was a very hard journey and many sailors could not come back to Spain.

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

〔問8〕 本文では新しいことに対する挑戦について書かれていますが、あなたは今後どのような挑戦をしてみたいですか。このことについてあなたの考えを、その理由を含めて40語以上50語以内の英語で書きなさい。「,」「.」「!」「?」などは語数に含めません。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。

解答用紙

英 語

※ の欄には、記入しないこと

1	[問題A]	〈対話文1〉		〈対話文2〉		〈対話文3〉	
	[問題B]	〈Question 1〉					
		〈Question 2〉					

A1	A2	A3
点	点	点
B1		
点		
B2		
点		

2	[問1]	1-a		1-b		1-c	
		1-d		1-e			
	[問2]			[問3]			[問4]
	[問5]			[問6]			[問7]

1-a	1-b	1-c
点	点	点
1-d	1-e	
点	点	点
2	3	4
点	点	点
5	6	7
点	点	点

3	[問1]	1-a		1-b			
		1-c		1-d			
	[問2]	(A)		(B)			
	[問3]			[問4]			
	[問5]	5-a		5-b			
	[問6]			[問7]	(A)	(B)	
	[問8]	_____ 6 _____ 12 _____ 18 _____ 24 _____ 30 _____ 36 _____ 42 _____ 48 _____ 50					

1-a	1-b
点	点
1-c	1-d
点	点
2(A)	2(B)
点	点
3	4
点	点
5-a	5-b
点	点
6	7(A)
点	点
7(B)	7(B)
点	点
8	
点	

受 検 番 号

合 計 得 点