

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 18 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。)

*Mami and her brother Atsushi are high school students in Tokyo. Brooke is an *exchange student from *Scotland and stays with Mami and Atsushi's family. Today they came to Kokubunji Stadium to watch football.*

Brooke: Wow, what a big stadium! So many people are here!

Mami: Yes, this stadium can hold fifty thousand people. It is used for many kinds of international sports matches. It was built in 2000.

Atsushi: We love watching football, so this is our favorite place to visit on weekends. We can enjoy not only watching football, but also eating different food or joining events outside the stadium.

Brooke: Sounds fun! How often do you come here?

Mami: It depends. We want to come here every weekend, but we can't do so when we are busy or when we have tests. ⁽¹⁾ Actually, it has been two months since we last came here.

Atsushi: So, we are really excited about today's game! Well, we still have an hour before the game starts.

Mami and Brooke: Good idea! Let's go!

They are talking in their seats after buying food and drinks.

Mami: By the way, what do you usually do on weekends in Scotland, Brooke?

Brooke: I also enjoy watching football in Scotland. We have a football stadium in my hometown, too. It can hold seventeen thousand people and was built in the 19th century. We love our stadium, and many people go there on weekends.

Atsushi: That sounds great! I want to visit your hometown someday.

Mami: Me, too!

Brooke: Yes, please stay at my house when you visit Scotland, and let's watch football together!

Mami and Atsushi: Wow, thank you!

Brooke: How about you two?

Atsushi: I like reading books. I usually read books at home, or I sometimes go to the library on Sundays.

Brooke: Are libraries open on Sundays?

Atsushi: Yes, they are usually open on Saturdays and Sundays.

Brooke: That's nice. I like reading too, but libraries in my hometown are closed on Sundays. *Instead of going to the library, I often visit museums or art *galleries on Sundays. I'm interested in modern art.

Atsushi: That sounds great, but if you go there so often, you have to pay a lot of money, right? I think it is quite expensive to buy museum tickets.

Brooke: They are usually free in Scotland.

Atsushi: Free? Wow, I'm surprised to hear that. How nice!

Brooke: Yes, I think it is a good system especially for students like us. Mami, what about you? What do you do on weekends?

Mami: I love watching football, but *when it comes to playing myself, I like basketball. I'm on the basketball team at my school, so I sometimes have basketball practice or games on weekends. Do you play any sports, Brooke?

Brooke: Yes, I play netball.

Mami: Netball? I've never heard of it.

Brooke: Netball is very popular in Scotland. It is similar to basketball. However, we cannot *dribble the ball. That is the biggest difference between netball and basketball.

Atsushi: You cannot dribble the ball? How do you move the ball, then?

Brooke: By passing the ball to a teammate. Only the players called "goal attack" and "goal shooter" can shoot the ball. There are also players called "wing attack", "center", "wing defense", "goal defense", and "goal keeper." Each player has an *assigned *position and can only move *within *certain areas of the court.

Atsushi: 【 ① netball / ② more / ③ than / ④ difficult / ⑤ playing / ⑥ sounds 】 playing ⁽³⁾ basketball.

Brooke: Not really. Once you *get used to the rules, it is not difficult at all.

Mami: Do many people in Scotland play netball?

Brooke: Yes. Many people play netball not only in Scotland, but also in other countries such as England, Australia, and the U.S. Also, some countries have a *professional netball *league.

Mami: Now I'm interested in playing netball.

2-c

Brooke: Okay, how about *looking it up on the Internet later? We can probably find many videos of netball games online. I'm sure you will enjoy watching them!

Mami: Sounds exciting!

Atsushi: Look! The football game will begin soon! Let's get ready for it!

Mami and Brooke: Okay!

〔注〕 exchange student 交換留学生	Scotland スコットランド
instead of ~ing ~するかわりに	gallery 画廊
when it comes to ~ing ~するということになると	
dribble ドリブルをする	assigned 割り当てられた
position 位置	within ~ ~の内側に
certain 特定の	get used to ~ ~に慣れる
professional プロの	league 競技連盟
look ~ up ~を調べる	

〔問1〕 It depends. の内容を最もよく表しているのは、次のうちではどれか。
(1)

- ア Mami and Atsushi come to Kokubunji Stadium every week.
- イ Mami and Atsushi come to Kokubunji Stadium once every two months.
- ウ Mami and Atsushi come to Kokubunji Stadium when their schedule allows.
- エ Mami and Atsushi come to Kokubunji Stadium even when they have tests.

〔問2〕 本文の 2-a ~ 2-c の中には、次の (A) ~ (C) のうちのいずれかが入る。それぞれに入るものの組み合わせとして正しいものを、下のア~オの中から一つ選べ。

- (A) Can you tell me more about it?
- (B) What do you do on weekends when there are no football games?
- (C) How about getting some food and drinks?

- ア 2-a : (A) 2-b : (B) 2-c : (C)
- イ 2-a : (A) 2-b : (C) 2-c : (B)
- ウ 2-a : (B) 2-b : (A) 2-c : (C)
- エ 2-a : (C) 2-b : (B) 2-c : (A)
- オ 2-a : (C) 2-b : (A) 2-c : (B)

〔問3〕 【① netball / ② more / ③ than / ④ difficult / ⑤ playing / ⑥ sounds】 playing ⁽³⁾ basketball. 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を、次のア～オの中から一つ選べ。なお、文頭の単語も小文字で示してある。

	2番目	5番目
ア	⑤ playing	② more
イ	⑥ sounds	① netball
ウ	② more	③ than
エ	④ difficult	⑤ playing
オ	① netball	④ difficult

〔問4〕 netballに関する次の二つの質問に答えよ。

(1) 次の説明を完成させるとき、 ～ に入れるのに最も適した単語の組み合わせを、下のア～カの中から一つ選べ。

According to Brooke, netball is a sport by two teams of players. Players are not allowed to the ball during the game.

	A	B	C
ア	play	five	dribble
イ	play	six	pass
ウ	playing	five	throw
エ	playing	seven	pass
オ	played	six	throw
カ	played	seven	dribble

(2) 次の説明の空所に入る最も適切な1語を、本文中の Brooke の発言から抜き出せ。

Netball is similar to basketball though some are different.

〔問5〕 本文の内容と合っているものを、次のア～オの中から一つ選べ。

- ア Mami and Atsushi like watching football games, but Brooke has never watched one before.
- イ The stadium in Brooke's hometown is smaller and older than Kokubunji Stadium.
- ウ Netball is a sport which is popular only in Europe.
- エ In Scotland, people cannot visit museums on weekends.
- オ Brooke says students in Scotland can buy museum tickets at a low price.

3

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。)

Shota, Sakura, and Yuka are members of the English club at A High School. After school, they are talking with Mr. Sato, the English club teacher, about reading.

Mr. Sato: Shota, I saw you in the school library yesterday. Do you often go there?

Shota: Yes, I do. When I have free time, I always go to the school library to read books.

Mr. Sato: That's nice. Today, let's talk about reading. Do you also like reading, Sakura and Yuka?

Sakura: I don't read a lot of books these days.

Yuka: I don't, either. Actually, I liked reading, and I read many books when I was a junior high school student. But now I don't have enough time to read.

Mr. Sato: Can you guess how many books *a month young people read on *average?

Shota: I usually read two or three books a week, so I read about 10 books every month!

Yuka: You really are a bookworm, Shota, but I don't think many young people are like you. I guess ... young people read one or two books a month on average.

Sakura: I think it depends on their age.

Mr. Sato: You are right, Sakura. A *survey shows that *elementary school students read 11.4 books a month, junior high school students read 4.2 books, and high school students read 1.4 books.

Yuka: You see, high school students read 1.4 books a month. My guess was not bad.

Sakura: I'm surprised that elementary school students read more than 10 books a month. They read many more than us!

Yuka: That's not surprising. The books they read are usually short and easy, so they can read a lot. *As we get older, we read longer and more difficult books, and we need more time to finish reading them.

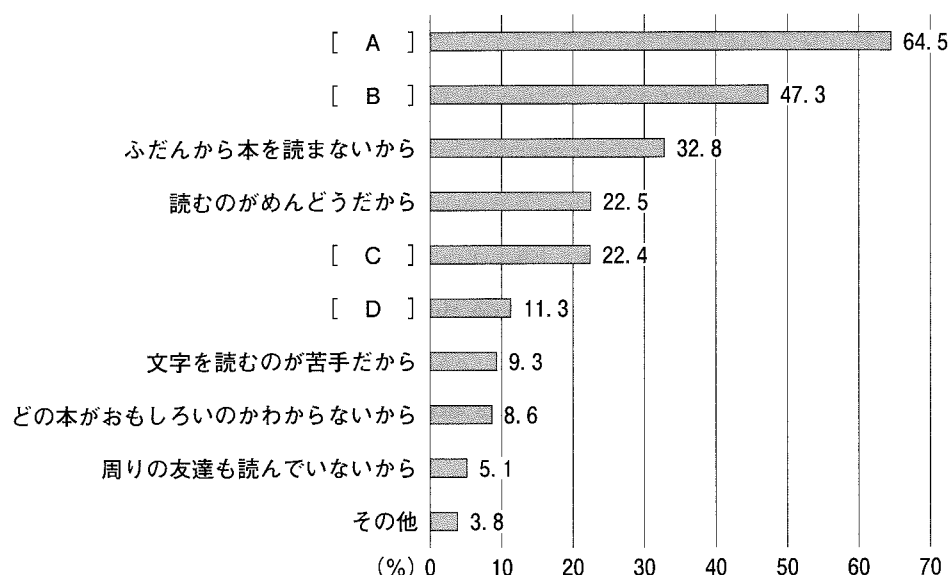
Shota: I'm sad to learn that the average number of books high school students read is very small. Some high school students read many books like me, but I guess many high school students do not read books at all.

Mr. Sato: That's a good point. Another survey shows that about 60% of high school students say "I didn't read any books last month."

Shota: Oh no! Why don't they read books?

Mr. Sato: You can find the reasons in **[Graph A]** .

【Graph A】 高校生が本を読まない理由



出典：平成 28 年度文部科学省委託調査「子供の読書活動の推進等に関する調査研究報告書」

Yuka: Look at the top one. Many people have the same reason as me!

Sakura: Yes, they do. I can understand that. High school students are really busy.

Shota: Oh, I read books, but it does not mean I'm not busy. I'm always trying to make some time for reading, even when I am very busy.

Sakura: Of course we know that, Shota. Next, the second *common reason is “**I have other things I want to do.**”

Yuka: I think that is fine. Some people like playing sports, and others like watching TV. Reading is *not necessarily something you have to do.

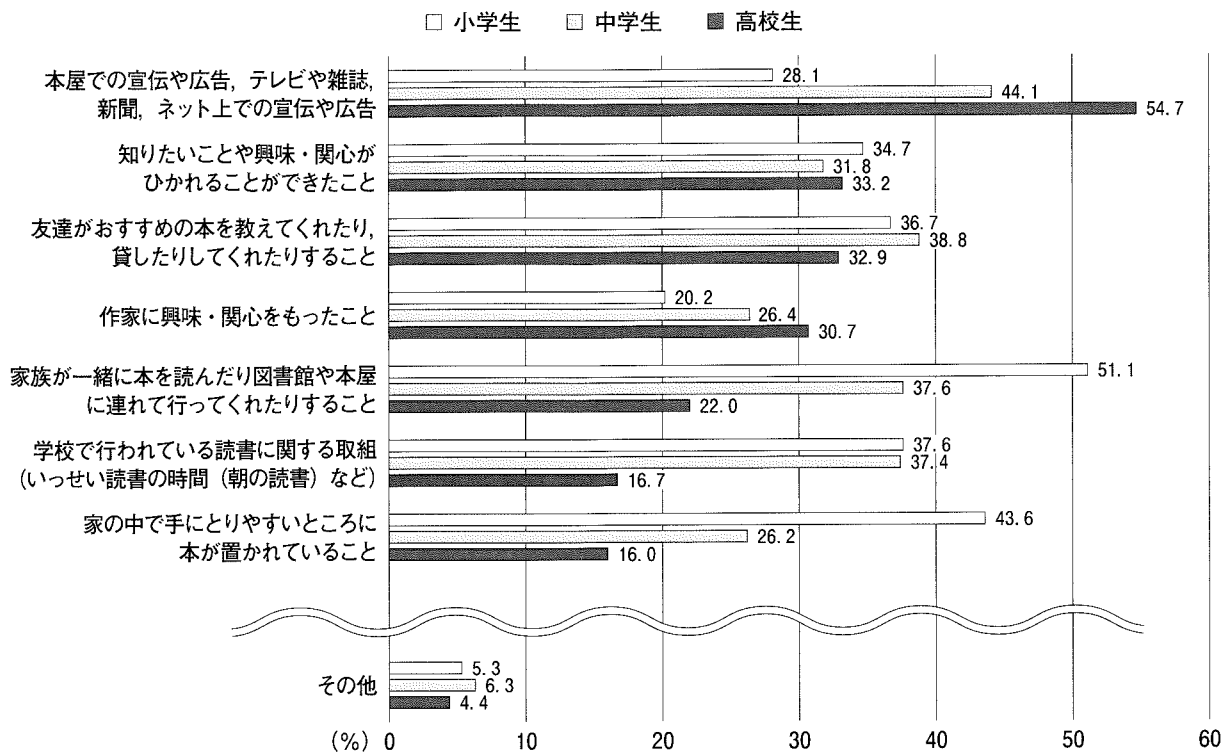
Shota: I agree. However, I feel sad about one reason in the top five. Many high school students say “**There are no books I want to read.**”

Sakura: “**There is no need for me to read books**” is the next reason.

Shota: Right, and 8.6% say “**I don't know what books are interesting.**” For these reasons, I think many high school students just do not have a good *opportunity to find their favorite books. If they get better information about books, they will try reading them.

Mr. Sato: I see your point. Now let's have a look at **【Graph B】**. We can see what gives students a reason to read.

【Graph B】小・中・高校生が読書をするきっかけ



出典：平成 28 年度文部科学省委託調査「子供の読書活動の推進等に関する調査研究報告書」

Sakura: Many elementary school students say their family help them begin reading. Reading books or 4-a with their family can give them a strong *motivation for reading.

Shota: And younger students start reading if they can find books at home. That's important, too.

Yuka: Look at the sixth answer from the top. It shows 4-b works very well, especially in elementary schools and junior high schools. My junior high school had “10-minute Morning Reading Time” before the first lesson every day. I read many books during the time. I remember that the classroom was very quiet and everyone enjoyed reading.

Shota: It was nice for you. Now let's see 【 ① high school students / ② read / ③ encourage / ④ what / ⑤ to / ⑥ can 】 books. More than half of them say that “***advertisements or promotions**” give them a motivation to read.

Sakura: We can see advertisements and promotions about books at bookstores, on TV or in newspapers, but I think the Internet is the most important. Now most high school students spend a lot of time on their smartphone, so advertisements and promotions on the Internet are *effective. In my opinion, *so-called “influencers” can play a big *role. If they talk about their favorite books on the Internet, their fans will get interested. In fact, I read a book that my favorite singer *recommended on his website.

Yuka: That's a good example, Sakura. What do you think about *e-books? When we get interested in a book on the Internet, it is *convenient if we can get it as an e-book. We don't need to go to a bookstore.

Sakura: I agree. E-books have many good points, too. They are easy to carry and *eco-friendly because they do not use paper.

Shota: I'm happy if reading e-books can help more young people start reading, but I myself like paper books better than e-books. I enjoy turning pages of a paper book more than touching a screen. And I love 4-c to find interesting books. It's really exciting.

Yuka: So you like going to the library.

Sakura: Shota, you've made me *feel like going to the library!

Mr. Sato: I've got an idea. Shall we have the next English club meeting in the school library?

Yuka: That sounds nice!

Sakura: There are many English books for high school students in the school library. Now I have an idea, too. How about making a list of English books that we, the English Club members, want to recommend to other students? We can introduce them in English.

Shota: Great! I want my friends to read them.

Mr. Sato: All right, everyone. See you next time in the library.

[注] a ~ ~につき	average 平均
survey 調査	elementary school 小学校
as ~ ~につれて	common よくある
not necessarily ~ 必ずしも~ではない	
opportunity 機会	motivation やる気
advertisements or promotions 宣伝や広告	
effective 効果的な	so-called いわゆる
role 役割	recommend 推薦する
e-book 電子書籍	convenient 便利な
eco-friendly 環境に優しい	feel like ~ing ~したい気分である

〔問1〕 次の英文が入る最も適切な箇所を、本文の ～ の中から一つ選べ。

Reading is just one of many kinds of hobbies.

〔問2〕 bookworm ⁽²⁾ について、その説明として最も適切なものを、次のア～エの中から一つ選べ。

ア a person who likes reading very much and reads a lot of books

イ a person who prepares and prints books for people

ウ a person who is interested in science books about insects

エ a person who has a large collection of books

〔問3〕 【Graph A】において、本文の内容から、(a)「時間がなかったから」及び(b)「読む必要を感じなかったから」が入るのは、それぞれ [A] ～ [D] のどれか。正しい組み合わせを、次のア～クの中から一つ選べ。

ア (a) — [A], (b) — [C] イ (a) — [A], (b) — [D]

ウ (a) — [B], (b) — [A] エ (a) — [B], (b) — [D]

オ (a) — [C], (b) — [A] カ (a) — [C], (b) — [B]

キ (a) — [D], (b) — [B] ク (a) — [D], (b) — [C]

〔問4〕 本文の ～ の中には、次の(A)～(E)のうちいずれかが入る。それぞれに入るものの組み合わせとして最も適切なものを、下のア～カの中から一つ選べ。

- | |
|--|
| (A) asking a teacher for advice |
| (B) going to a bookstore or a library |
| (C) reading books as a school activity |
| (D) walking around a library |
| (E) using a computer |

ア 4-a : (A) 4-b : (B) 4-c : (E)

イ 4-a : (B) 4-b : (C) 4-c : (D)

ウ 4-a : (C) 4-b : (A) 4-c : (E)

エ 4-a : (A) 4-b : (C) 4-c : (D)

オ 4-a : (B) 4-b : (A) 4-c : (E)

カ 4-a : (C) 4-b : (B) 4-c : (D)

〔問5〕 Now let's see 【 ① high school students / ② read / ③ encourage / ④ what /
⁽⁵⁾ ⑤ to / ⑥ can 】 books. 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
 として正しいものを、次のア～カの中から一つ選べ。

	2番目	5番目
ア	③ encourage	② read
イ	① high school students	⑤ to
ウ	⑥ can	④ what
エ	③ encourage	④ what
オ	① high school students	② read
カ	⑥ can	⑤ to

〔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 Every member of the English Club is surprised to learn that high school students read only 1.4 books a month on average.

イ Yuka guesses that elementary school students read more books than older students because they have more chances and better motivation to read books.

ウ Shota is surprised to know that junior high school students read more books than him every month.

エ From her own experience, Sakura believes the Internet can give high school students a motivation for reading.

オ All the members of the English Club agree that e-books have some good points, and they like to read them.

カ Shota is going to guide the other English Club members around the school library at their next meeting because he knows the library very well.

4

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。)

Jane works at a salt museum in the U.K. The museum has an online tour for high school students every week, and students from all over the world join the tour. Tetsuya and Andy join the tour from their own countries. Jane talks to the students.

Hi, everyone. Can you see and hear me?

Welcome to our online museum tour. Today, we have eight students from five countries.

Our museum has four rooms, and you can learn a lot about the history of salt.

The first room is called "Salt Road," and you can learn about salt roads in several countries. The second room is called "Salt *Empire," and you can learn how salt played an important *role in the Chinese Empire and the *Roman Empire. The third room is called "Salt and Europe," and you can learn how important salt was in Europe in *the Middle Ages. The fourth room is called "Modern Salt," and you can learn about salt in the modern age.

Now, let's visit the first room.

ROOM 1 (SALT ROAD)

In the first room, Jane shows the students several maps and pictures, and she begins to talk about salt roads.

When you look at a road map, you often think that there was no plan for towns and roads. We can say that animals made some of our roads. Animals need salt to stay *alive, and they walk many times on the same *route to look for salt. In this way, animals made roads, and humans began to use these roads.

People in the Roman Empire built more than 80,500 kilometers of roads across their Empire. The Via Salaria, the Salt Road, is one of those great Roman roads, and it was built to bring salt all over the Empire.

The Old Salt Route was a *business route in the Middle Ages in northern Germany. It was used to *transport salt. Salt was produced in a city in northern Germany and was transported to other cities. Did you study about the Hanseatic League in history classes? It was a powerful group of businesses in the Middle Ages. Salt played an important role when the Hanseatic League became powerful.

There were also salt roads in Japan. Those roads were used to transport salt to towns and villages all over Japan.

For thousands of years, 【① the / ② been / ③ salt / ④ important / ⑤ of / ⑥ most / ⑦ has / ⑧ one】 and useful things. In the old times, however, it was very difficult to get salt.

Now, let's move to the second room.

ROOM 2 (SALT EMPIRE)

In the second room, Jane talks about the Chinese Empire and the Roman Empire.

In the second room, I'm talking about the Roman Empire again and also about the Chinese Empire. First, the Chinese Empire.

The *ancient Chinese built the first salt empire in history more than 2,000 years ago. The leaders understood how important salt was, so only the government sold it. The government could raise the price of salt when they needed more money. You all know the big wall in China. That big wall is more than 20,000 kilometers long and is still standing today. The Chinese leaders got money by selling salt and built the wall. People did not like paying a lot of money for salt. In the history of China, leaders were not popular when salt was expensive.

How about the Roman Empire?

From the beginning of the Roman Empire about 2,000 years ago, salt was very important to the empire. The Roman leaders were

2

 the Chinese leaders. To make their people happy, the Roman leaders tried to keep the price of salt low. The Roman leaders sometimes gave free salt when they needed to be popular.

From the salt empires, let's go to Europe in the Middle Ages.

ROOM 3 (SALT and EUROPE)

In the third room, Jane shows a map of Europe in the Middle Ages and talks about how important salt was there.

In this room, I'm talking about Europe in the Middle Ages.

After the end of the Roman Empire in the 5th century, *the Mediterranean Sea became the center of Europe's salt business.

Countries in northern Europe were catching a lot of fish because fish were eaten by many people. When people transported fish, they put them in salt. Fish in salt didn't go bad easily, and salt made the fish more delicious. However, there was a problem. Salt was harder to get than fish!

Southern Europe had enough sun to make salt for the fish. So, northern countries with the fish and southern countries with the salt worked together. Many northern countries bought salt from southern countries through the Hanseatic League.

Around the end of the Middle Ages, in 1488, a man from southern Europe found a faster and cheaper course to get useful and important things from Asia. He left Europe by ship and went around the southern part of Africa to get to Asia.

Countries on the *Atlantic Ocean saw a chance to do business in the Atlantic cities. They also sent out people to America and began to do business, and salt played an

important role in transporting fish.

The salt business became more international.

Now, let's move to the fourth room.

ROOM 4 (MODERN SALT)

Jane talks about salt in the modern age.

Now, we're in the fourth and last room, and we're in the modern age.

Modern science changed people's lives, and the role of salt began to change. In the early 19th century, a French man *discovered that it was possible to *preserve food in *cans. In the early 20th century, an American discovered how to preserve food by *freezing. The *importance of salt in preserving food became smaller, and the *market for salt started to become smaller, too.

At the same time, however, scientists learned that they could break salt into *sodium and chlorine. They also discovered that they could create many things by using sodium and chlorine. New salt businesses started. People began to use salt to make many kinds of things such as medicine and soft drinks.

For centuries, earth scientists studied salt under the ground, but until the end of the 18th century, nobody could go very far into the earth. In the 19th century, scientists discovered new *technology, and it was possible to understand what was under the earth's *surface. They discovered that there was salt under the surface all over the world. Today, it is not difficult for us to get salt, and we don't have to pay a lot of money to buy it.

When we put salt on our food, most of us never think about the history of salt. Salt is in almost all places and is not expensive. But when you put salt on your food next time, remember that salt played an important role in the history of the world!

So, everyone, you have visited all the rooms. Now, I will answer your questions.

〔注〕 empire 帝国	role 役割
Roman ローマの	the Middle Ages 中世
alive 生きている	route 道
business 事業や商取引	transport 運ぶ
ancient 古代の	the Mediterranean Sea 地中海
Atlantic 大西洋の	discover 発見する
preserve 保存する	can 缶
freeze 冷凍する	importance 重要性
market 市場	sodium and chlorine ナトリウムと塩素
technology 技術	surface 表面

〔問1〕 For thousands of years, 【 ① the / ② been / ③ salt / ④ important / ⑤ of / ⑥ most / ⑦ has / ⑧ one 】 and useful things. ⁽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4番目と7番目にくる単語の組み合わせとして正しいものを、次のア～カの中から一つ選べ。

	4番目	7番目
ア	② been	④ important
イ	⑧ one	⑤ of
ウ	② been	⑤ of
エ	⑤ of	⑥ most
オ	⑤ of	④ important
カ	⑧ one	⑥ most

〔問2〕 本文中の に入る最も適切な2語を考えて書け。

〔問3〕 online tourに参加した高校生のTetsuyaが書いたthe Hanseatic Leagueについてのレポートを完成させるとき、次に示す英文の , に入れるのに最も適した文の組み合わせを、下のア～カの中から一つ選べ。

The group of businesses known as the Hanseatic League was made for the salt business.

Two cities in northern Germany played an important role. A lot of salt was transported from one city to the other city.

The two cities began to do business in the 12th century. It was difficult for people in one city to catch fish, but it was easy for them to get salt. It was easy for people in the other city to catch fish, but they needed salt to transport the fish.

The people from those cities worked together to do business along the “salt road,” and that was one of the starting points of the Hanseatic League.

- | |
|--|
| (A) Salt was very difficult to produce and very expensive in Europe. |
| (B) Fish was a popular food in Europe at that time. |
| (C) The two cities worked together to produce salt. |
| (D) Few people in Europe enjoyed eating fish then. |
| (E) People came to have a “salt road” between those cities. |

- ア 1: (E) 2: (A) イ 1: (A) 2: (B)
 ウ 1: (C) 2: (D) エ 1: (E) 2: (B)
 オ 1: (A) 2: (D) カ 1: (C) 2: (E)

[問4] online tourに参加した高校生のAndyとJaneとの対話を完成させるとき、次に示す英文の [1] ~ [3] に入れるのに最も適した単語・語句の組み合わせを、下のア~カの中から一つ選べ。

Andy: Jane, I have a question. How do we produce salt today?

Jane: Thank you for asking a good question. Today, there are two main ways to produce salt. The first way is to get salt from ocean water. Andy, can you think of the other way?

Andy: I think that the second way is to get salt from [1] the earth's surface.

Jane: You are right. In [2], scientists found a way to go very far into the earth and found that there was salt all over the earth.

We can make salt water by putting water [1] the surface. From this salt water, we can produce a lot of salt, and this way is not [3].

Today, most salt we put on our food is produced in this way.

Andy: Thank you, Jane. Now, I know how our salt is produced.

	1	2	3
ア	under	the 17th century	cheap
イ	on	the 18th century	expensive
ウ	under	the 19th century	expensive
エ	on	the 17th century	easy
オ	over	the 18th century	cheap
カ	over	the 19th century	easy

[問5] salt museum のホームページの文章を完成させるとき、次に示す英文の ~ に入れるのに最も適した単語・語句の組み合わせを、下のア~カの中から一つ選べ。

Our salt museum studies many things about salt. Salt has been very important for animals and humans. Animals looked for salt, and humans transported salt. This created salt in many places. Ancient leaders in China and Rome used salt to . People knew that salt made their food more delicious, and people also used salt to preserve their food and transported their food to places all over the world. People found other ways to preserve food, but they found . After you visit our museum, you will see the salt on your table in a different way.

	1	2	3
ア	roads	keep their power	new ways to use salt
イ	ships	keep their power	new salt roads
ウ	cities	transport fish	new ways to use salt
エ	roads	preserve food	new salt roads
オ	ships	transport fish	new ways to transport salt
カ	cities	preserve food	new ways to make medicine

[問6] 本文の内容に一致しないものの組み合わせを、下のア~カの中から一つ選べ。

- (A) At the salt museum, you can learn about salt roads in several countries, such as Germany and Japan.
- (B) People in the ancient Chinese Empire got money by selling salt and built about 80,500 kilometers of roads across China.
- (C) Around the end of the 15th century, the center of the salt business began to move from the Mediterranean Sea to the Atlantic Ocean.
- (D) Science and technology changed the role of salt in the 19th and 20th centuries.
- (E) It is becoming more difficult to produce salt, so salt is becoming more expensive in today's salt market.

ア (A), (C) イ (A), (E) ウ (B), (D)
 エ (C), (D) オ (B), (E) カ (C), (E)

〔問7〕 あなたが関心を持っていることについて、salt museum 以外の museum を作るとしたら、どんな museum を作りたいか 20 語以上 40 語以内の英語で書け。ただし、二つ以上の理由を必ず書くこと。二つ以上の英文になってもかまわない。なお、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 !”