英　語

問題冊子 2

5
↓
新

英

語

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 17 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。）

*Bob is a university student from *Concord, Massachusetts. He is staying at Mr. and Mrs. Mori's house. Their son, Kensuke, is a high school student. One day, in May, they're showing Bob around their *neighborhood.*

Bob:	It's nice to walk in this area. It feels like home.
Mr. Mori:	[1-a] That's great! And it's just the right season for walking outside.
Mrs. Mori:	We hope you like our neighborhood, Bob.
Kensuke:	Look! The new leaves are very beautiful!
Bob:	Amazing! I cannot believe we are in Tokyo. Before I came to Japan, I saw photos of a lot of tall buildings in Tokyo. I didn't expect to see a beautiful view like this. You live in a place that is rich in nature.
Mr. Mori:	I have to work in the city every day. So, I need some peace and *comfort. I feel relaxed when I walk around here.
Mrs. Mori:	Me, too. We decided to live here because it was greener than many parts of the city. But this place had problems(2) when we came. Together with our neighbors, we have solved some problems. So, it's better now.

*They come to a *path along a *stream and start to walk.*

Mrs. Mori:	This stream starts from a *spring and runs into the Atarashi River.
Bob:	The sounds of the water are very *refreshing!
Mr. Mori:	Yes. They haven't changed since we first came.
Kensuke:	Bob, have you ever seen *fireflies?
Bob:	No. Why?
Kensuke:	We can see them at a spot near here in early summer. They need this type of clean water to live. If we continue to walk this way, we will get to the place.
Bob:	Really?
Mr. Mori:	Yes. [3] Some of them left their *garbage and made the stream dirty. They didn't *care about the environment.
Kensuke:	When I was a junior high school student, a friend of mine was interested in

*creatures living in clean rivers in Japan. His parents told him that they watched fireflies around here when they were children. So, he wanted to see them with his own eyes in his neighborhood. He wanted me to help him, and I agreed. First, we studied about fireflies.

Bob: | 1-b |

Kensuke: We tried, but we sometimes asked our science teacher for help. He taught us several things to do. Then, we started to clean up this stream once a week, but it didn't go well. There were only two of us. We picked up a lot of garbage, but when we came back the next week, there was more. We were very disappointed.

Bob: | 1-c |

Kensuke: We almost gave up, but my parents helped us.

Mr. Mori: We wanted to improve the environment in our neighborhood to enjoy nature more.

Mrs. Mori: We had a meeting to introduce the activities of our son and his friend. There were many people who wanted to support their activities. They also wanted to make our neighborhood a better place by themselves. We *exchanged opinions and made plans. Some people made *signboards with the message, "Let's make our stream clean." Other people *scattered natural *bait for young fireflies in the water.

Mr. Mori: And, we collected *signatures to show the local government that people wanted to make the stream safe and clean for not only fireflies but also other living things. They hoped that children would enjoy playing around here, too. We have created a wonderful environment.

They stop at an area. A signboard stands there.

Bob: | 1-d |

Kensuke: "You will be able to see fireflies in the evening next month." It is necessary to keep the stream clean if we want fireflies and other living things to live here. I felt great when I finally saw fireflies here, three years after I started cleaning up with my friend.

Bob: Did it take you such a long time? I'm really *impressed! My town, Concord, is famous for its history and nature. I thought it was natural for us to enjoy the rich environment, but today, I realized one thing. Maybe a lot of people have been caring about it for a long time. I'll try to do something for it when I return.

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〔注〕　Concord, Massachusetts　マサチューセッツ州コンコード
neighborhood　近所　　　　　　　comfort　心地よさ
path　小道　　　　　　　　　　　stream　小川
spring　泉　　　　　　　　　　　refreshing　心地よい
firefly　ホタル　　　　　　　　　garbage　ゴミ
care about ～　～を気にかける　　creature　生き物
exchange　交換する　　　　　　　signboard　立て看板
scatter　撒く　　　　　　　　　　bait　えさ
signature　署名　　　　　　　　　impressed　感銘を受けた

〔問1〕　| 1-a | ～ | 1-d | の中には，それぞれ次の①～⑥の
いずれかの英文が入る。それぞれに入る英文を並べた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。

① Does it?
② What does it say?
③ What did you do then?
④ How do you like it?
⑤ Did you study by yourselves?
⑥ Did you have time to do all the work?

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

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〔問２〕 (2)problems とあるが，その一例を次のように書いたとき，□□□□ に入る最も適切なものは，下のうちではどれか。

When the Mori family moved into the area, □□□□ .

ア the water in the stream was not so clean
イ the sound of the stream was too noisy
ウ they didn't expect such a beautiful view
エ nobody wanted to walk around the neighborhood

〔問３〕 本文の流れに合うように，□ 3 □ の中に次の①〜④の英文を入れるとき，その最も適切な順番を表しているものを，下のア〜カの中から一つ選べ。

① The reason was too many people visiting here.
② My neighbor said it was not a good place for them.
③ For example, there were a lot of cans and bottles in the stream.
④ But when we moved here 10 years ago, we couldn't see them at all.

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

〔問４〕 (4)I realized one thing とあるが，one thing の内容を最もよく表しているものを，次のア〜オの中から一つ選べ。

ア It is difficult to tell people who don't care about the environment how to protect it.
イ If you want to enjoy much green and clean water, you should move from the city area to the country.
ウ When you live in an area with beautiful nature, it is easy to keep it safe and clean.
エ If the town has a famous history, you should visit many of its tourist spots to learn about it.
オ If a place is a good place to live, you should not forget to try to keep it that way.

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〔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 Before Bob came to Tokyo, he knew nothing about it, and he was looking forward to seeing new things.
イ Mr. Mori worked in a city area during the day and needed a place to feel relaxed, and Mrs. Mori agreed.
ウ When Kensuke was a junior high school student, his science teacher told him and his friends to clean the stream and everyone did it.
エ The local government didn't allow people to visit the area around the stream because they didn't want anybody to leave garbage there.
オ All the people living in the area saw fireflies for the first time in their life when fireflies began to fly around the stream.

〔問６〕 次の英文は Bob が散歩から帰ったあとで両親に送ったメールである。□□ に入る最も適切な１語を本文中からそのまま抜き出せ。

✉ E-mail   ☒

Subject   A walk in the neighborhood

　　Hi, Mom and Dad! Today I went for a walk around the neighborhood with the Mori family. It was a wonderful area with a lot of green. My host brother, Kensuke, his friend, and people living near the area have been trying to clean up and □□ the neighborhood for a long time. Now it's beautiful and I cannot imagine that the area had problems before.
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　Bob

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3 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。）

*Two-dimensional codes, also known as 2D codes, are necessary in our daily lives. You may use them when you get information, pay for something with your smartphone, or buy electronic tickets for trains and planes. There are many kinds of 2D codes around the world, but do you know one of them was invented by a Japanese engineer?

The engineer began to develop the 2D code in the summer of 1992 with only one other person as his team member. ⎿ 1-a ⏌, his company used *barcodes to *keep track of car parts at factories. However, each barcode could hold only 20 *alphanumeric characters of information, so one product needed many barcodes. Workers in the factories used barcode readers to *scan the barcodes of each product before they sent it out. During busy seasons, they got tired of scanning thousands of barcodes. They wanted 【 ① also ② more information ③ be ④ that ⑤ only ⑥ read ⑦ but ⑧ a new code ⑨ hold ⑩ could not 】 quickly.

How did he invent the 2D code? The barcode held information in one direction — from left to right. He had to put a lot of information into a code, so he tried to make it a *grid. That means the 2D code could hold information in two directions — across and down. However, the system was not simple, so a reader would need some time to scan that type of code. He thought hard about how to scan the information designed in a grid, at a higher speed.

One day, the idea for the technology came to him. While he was playing a game of *Go*, he looked at the *arrangement of the black and white stones on the grid. He realized that it could be a solution to the problem of how to carry lots of information at one time. So, he created a new code which was made of small black and white *dots. ⎿ 1-b ⏌, he was successful in scanning it in 0.03 *seconds. The reading time was similar to that of the barcode.

He built two kinds of technology into the 2D code to scan it exactly and quickly. ⎿ 1-c ⏌, look carefully at the 2D code. You can see large black squares on three corners of the code. This is the *position detection pattern. Thanks to this pattern, readers could quickly *recognize the code and high-speed scanning became possible. However, developing the shape of the position detection pattern was very difficult because when a similar-looking figure was near the code, ⎿ 3 ⏌. To stop this kind of wrong reading, the shape of the pattern had to be unique. So, his team decided to do research on the *ratio of black to white areas in pictures and characters printed in books,

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magazines, and newspapers. They studied more than 5,000 pages day after day. Three months later, they finally found the ratio that least appeared on various print products. In this way, the *widths of the black and white areas in the position detection pattern were set and readers became able to recognize the code from any direction.

The second technology is an *error correction function. He was worried about *stains on the 2D code because his team created it to use in factories. In the code, they added some information that does not seem ⎿ 4-a ⏌ but is connected to the original information. Let's say you have a code that includes these numbers: 1, 2, and 3. This code also has another number, 6, which is not ⎿ 4-b ⏌. If a part of the code is covered with stains and a scanner cannot read the number 2, the program of the reader will try to guess what the number is by using the number 6. With this function, scanners can read the code without making any mistakes if less than 30% of the code is damaged. It is said that 60% of the information in the 2D code is not ⎿ 4-c ⏌.

In August 1994, the first 2D code in Japan came out, but it had a problem. When you scanned the code printed on a piece of paper, scanners could easily read it. But if it was printed on a *curved surface of things like a can, it was difficult to scan. So, another technology was added into the code. It was an *alignment pattern, a small black square put at the lower right of the 2D code. This figure helped repair *distortion and allowed exact reading of the code.

After he improved it, the code you know well came into use. It can hold up to 4,296 alphanumeric characters, or even 1,817 kanji characters. His company got the *patent for it, but they decided to make it free to the *public because the inventor wanted everyone to be able to use it. ⎿ 1-d ⏌, the Japanese 2D code grew into a popular code used by people all over the world.

〔注〕 two-dimensional code　２次元コード　　barcode　バーコード
　　　 keep track of ～　～を管理する　　　　alphanumeric　英数字の
　　　 scan　読み取る　　　　　　　　　　　　grid　碁盤の目
　　　 arrangement　配置　　　　　　　　　　dot　点
　　　 second　秒　　　　　　　　　　　　　　position detection pattern　位置検出パターン
　　　 recognize　認識する　　　　　　　　　 ratio　比率
　　　 width　幅　　　　　　　　　　　　　　 error correction function　誤り修正機能
　　　 stain　汚れ　　　　　　　　　　　　　 curved surface　曲面
　　　 alignment pattern　位置合わせパターン　distortion　歪み
　　　 patent　特許　　　　　　　　　　　　　public　一般の人々

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〔問1〕 | 1-a | ～ | 1-d | の中には，それぞれ次の①～④のいずれかの英語が入る。それぞれに入る英語を並べた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。

① After a while
② At that time
③ For the first one
④ In this way

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

〔問2〕 They wanted 【 ① also ② more information ③ be ④ that ⑤ only ⑥ read ⑦ but ⑧ a new code ⑨ hold ⑩ could not 】 quickly. 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，【　】内で1番目と5番目と9番目にくるものの組み合わせとして最も適切なものを，次のア～カの中から一つ選べ。

	1番目	5番目	9番目
ア	④	③	⑨
イ	④	⑥	②
ウ	④	⑨	③
エ	⑧	③	⑨
オ	⑧	⑥	②
カ	⑧	⑨	③

〔問3〕 本文の流れに合うように， | 3 | の中に英語を入れるとき，最も適切なものは，次のうちではどれか。

ア the position detection pattern would not be valuable
イ the scanning speed of the reader would become slower
ウ the reader would take it for the position detection pattern
エ the reader could not scan the two-dimensional code at all

〔問4〕 本文の流れに合うように， | 4-a | ～ | 4-c | の中に共通して入る最も適切な1語を本文中からそのまま抜き出せ。

〔問5〕 In August 1994, the first 2D code in Japan came out とあるが，the first 2D code の例として最も適切なものは，次のうちではどれか。

ア
イ
ウ
エ
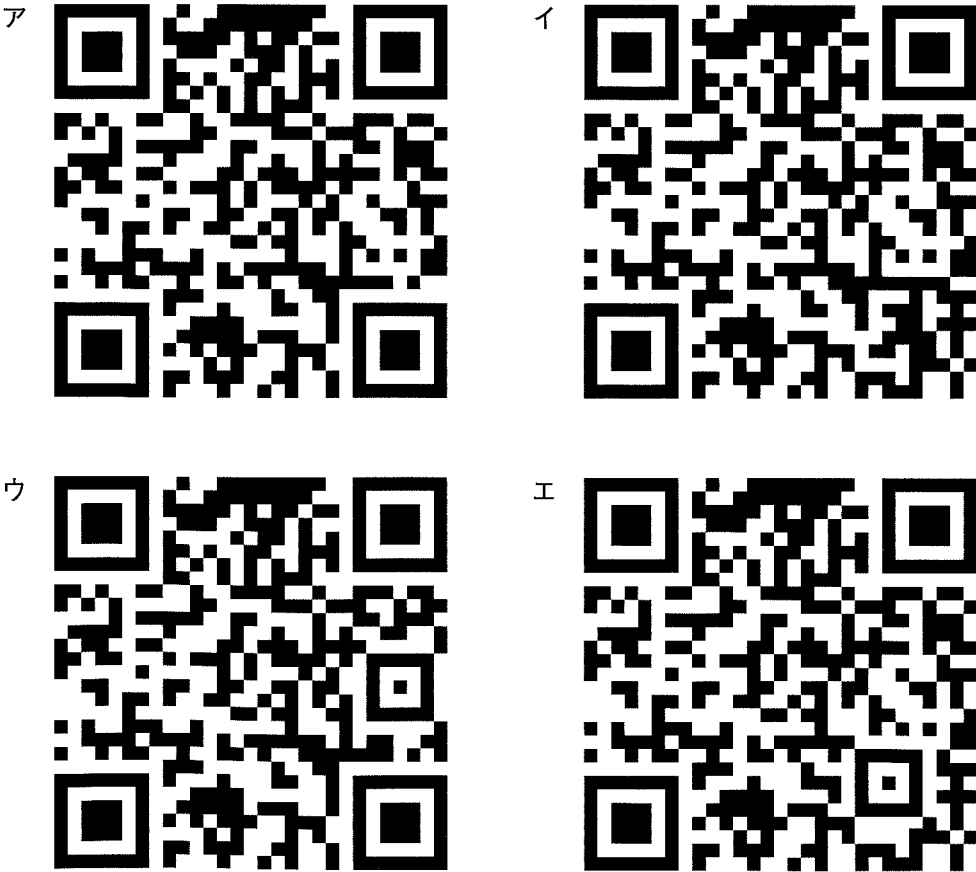
〔問6〕 本文の内容と合っているものを，次のア〜オの中から**一つ**選べ。

ア The Japanese engineer took two years to invent the Japanese-style two-dimensional code with another team member.

イ The reader can scan the two-dimensional code as fast as the barcode because the system of the 2D code is as simple as that of the barcode.

ウ The reader can recognize the two-dimensional code from any direction thanks to the alignment pattern at the lower right of the code.

エ If the 2D code is printed on a curved surface of a can and 20% of it is covered with stains, the reader cannot scan the 2D code exactly and quickly.

オ The Japanese engineer wanted to protect the 2D code with a patent because the 2D code could hold the information of about 200 barcodes.

このページに問題はありません。

次のページに進みなさい。

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。）

When Ayako was young, her parents always read to her until she went to sleep. Mother always read story books. Father read not only stories but also *poems. Sometimes her grandmother took care of her when her parents were busy with work. Ayako liked listening to Grandma's bedtime story. She often said, "Please tell me the story, Grandma!"

After she entered elementary school, she liked to spend her time reading books. There were a lot of books in Ayako's house. Most of them were books for children which her parents bought for her. Also, there were some old books written in English. Around 1950, foreign books were not so common. One day, she asked her grandmother [1-a]. She answered, "These are your father's books. I don't think he can *throw them away." Then, she told Ayako about her father's dream.

"Your father liked English *literature. He really loved English poems. I often heard him *recite them. I think he wanted to study literature at university, but he didn't. He gave up his dream to help us make a living."

In 1962, Ayako became a university student. She decided to study English literature because she thought English would be useful for her future. One day, when she was reading some poems, she found one poem. "This is the poem Dad sometimes recited to me before I went to sleep." Then she remembered [1-b] when she was a child. It was full of love from both her parents and grandmother. Thanks to them, she loved reading. She enjoyed the *rhythm of poems, too. "The English poems Dad recited sounded so beautiful though I did not understand the language. I learned right from wrong from books and Grandma's story. I went through many *emotions, like *happiness, *anger, *sadness, by reading books. I want to do a job related to books. I want children to have that kind of experience with books." However, she did not know [1-c] to realize her dream. She started a part-time job at the library at her university because she thought it would be helpful.

After graduating from university, Ayako had a chance to study library science at a university in the United States. There she visited a public library and found a *separate area for children. The tables and chairs were child-size. On the low shelves, there were a lot of picture books. The children there were enjoying a story told by one lady. After she finished the story-telling time, the children went to the shelves, took out picture books they liked, and began to read. She watched over the children. She was a children's *librarian at that library. The service was only for children. It was new to Ayako. She

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thought, "This is the job for me! [3]"

However, it was difficult for Ayako to realize her dream. She came back to Japan in 1968. At that time there were not many libraries that needed a children's librarian. *Fortunately she found a job and started to work as a librarian for children at one public library, but she found there was little *possibility of continuing the same job. So, she decided to start a home library.

She taught English at a high school and saved money to realize her dream. After several years, with three hundred books in a small room at her house, Ayako started her own home library. First, it opened only on Saturday afternoons. *Gradually, children came to her library. The room used for her home library became too small. She thought, "I need a larger room or, if possible, a building for my library. But I can't do it alone." She had several friends who had a home library like her. She decided to ask them for help. She began to work with them and continued the job as a children's librarian.

In 1994, she finally built a library building only for children. Her library had child-size tables and chairs, and low shelves filled with picture books. "This 【① I ② since ③ is ④ have ⑤ been ⑥ of ⑦ dreaming ⑧ the library ⑨ that day 】 in America!"

"Why did you build a library for children?" Ayako is often asked.

Her answer is: "Reading good stories has great *benefit for everyone, especially for children because it improves their ability to use their *imagination and understand the feelings of other people. They will learn other people have opinions, *desires, and *values that are different from them. One U.S. president said, 'Reading is important. If you know [1-d], then the whole world opens up to you.' I just want to give children a place and an *opportunity to read books."

〔注〕 poem 詩　　　　　　　　　　　　　throw ～ away　～を捨てる
　　　 literature　文学　　　　　　　　　 recite　暗唱する
　　　 rhythm　リズム　　　　　　　　　 emotion　感情
　　　 happiness　喜び　　　　　　　　　 anger　怒り
　　　 sadness　悲しみ　　　　　　　　　 separate　別の
　　　 librarian　図書館員　　　　　　　 fortunately　運よく
　　　 possibility　可能性　　　　　　　 gradually　次第に
　　　 benefit　利益　　　　　　　　　　 imagination　想像力
　　　 desire　願望　　　　　　　　　　 value　価値観
　　　 opportunity　機会

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〔問1〕 ☐ 1-a ☐ ～ ☐ 1-d ☐ の中には，それぞれ次の①～⑥のいずれかの英語が
入る。それぞれに入る英語を並べた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。

① how to write

② how to read

③ what to do

④ whose books they were

⑤ how many books there were

⑥ how much she enjoyed the time

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

〔問2〕 I want children to have that kind of experience with books. とあるが，この内容を
(2)
最もよく表しているものは，次のうちではどれか。

ア I hope all the children will be able to go to university to learn English literature.

イ I hope all the children will be able to do a part-time job to realize their dream.

ウ I hope all the children will be able to enjoy reading books or listening to stories.

エ I hope all the children will be able to understand poems written in English.

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

ア I want to become a librarian like her after I go back to Japan.

イ I want to publish picture books for children.

ウ I want to become an English teacher for children.

エ I think this service for children is better in Japan than in America.

〔問4〕 "This【①I ②since ③is ④have ⑤been ⑥of ⑦dreaming ⑧the library
(4)
⑨that day】in America!" 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，【　】内で2番目と5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を，次のア～カの中から一つ選べ。

	2番目	5番目	7番目
ア	④	⑥	②
イ	④	⑥	⑧
ウ	④	⑥	⑨
エ	⑧	①	②
オ	⑧	④	⑥
カ	⑧	⑤	⑥

〔問5〕 次の①～⑥の英文を，出来事が起きた順に並べたものとして，最も適切なものを，下の
ア～カの中から一つ選べ。

① Ayako worked at a high school as an English teacher.

② Ayako became a librarian for children at a public library.

③ Ayako went to the United States to study library science.

④ Ayako learned her father gave up his dream for his family.

⑤ Ayako realized her experience as a child was quite precious.

⑥ Ayako became a children's librarian of her own library.

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

〔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 Ayako liked to listen to her father's story about his dream when she was an elementary school student.

イ Ayako decided to go to the United States because she wanted to find the poem her grandmother often recited at her bed.

ウ Ayako decided to build a library for children because she believed books would increase the happiness and imagination of children.

エ Ayako's father wanted to study library science at university so she chose it.

オ Ayako learned what she should do from the story-telling, so she decided to become a librarian.

カ Ayako remembered her precious experience with literature when she read a book written by one U.S. president.

〔問7〕 次の質問に対するあなたの考えを，あなた自身の言葉を用いて，あなた自身の体験を含めて **35 語以上 45 語以内**の英文で書け。

Some people read for pleasure. Some people read to learn about something. What do you read for?

二つ以上の英文になっても構わない。次の〔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〕 <u>Hello,</u>　<u>I'm</u>　<u>Jane.</u>　<u>Nice</u>　<u>to</u>　<u>meet</u>　<u>you.</u>