

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** まです、2 ページ
から 16 ページまであります。

6
↓
新

英

語

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。)

*Yuichi is a high school student in Tokyo. Cindy is an *exchange student from New Zealand. They are talking in their classroom after school.*

Cindy: Yuichi, what are you doing?

Yuichi: Um ... I started studying, but I don't *feel like studying now.

Cindy: So, you're using your smartphone now. What are you studying?

Yuichi: English. You know, my older sister is studying in Australia.

Cindy: Uh-huh.

Yuichi: She is so cool, and I want to be like her.

Cindy: In that case, you need to study hard!

Yuichi: You're right, but I have difficulty in keeping studying. I don't know why.

Cindy: How about setting goals? If you make clear goals, you will *be motivated to study.

Yuichi: Setting goals? Is that really helpful?

Cindy: I think so.

Yuichi: Look! Mr. Gray is coming down the hallway.

Mr. Gray is an English teacher from America, and comes and talks to them.

Mr. Gray: What are you doing?

Cindy: We are just talking about studying.

Yuichi: Cindy told me that if I set goals, I can study harder.

Cindy: Mr. Gray, your Japanese sounds perfect. I think you studied it hard. Did you set any goals when you studied?

Mr. Gray: My goal was to be No.1 on the test. My father told me that he would buy me a new video game if I came top in the class.

Yuichi: I think I can study hard if my parents buy me something I want.

Mr. Gray: Setting goals helped me study hard, but it doesn't mean having goals is always necessary when you study.

Yuichi: What do you mean by that? We don't need goals?

Mr. Gray: I don't mean that. Your *habits are more important than your goals.

Yuichi: I don't have good study habits, so I can't study.

Mr. Gray: I think you have bad habits now. You need to change bad habits into good ones.

Cindy: How can we make good habits?

Mr. Gray: You should look carefully at your way of action and put it into a system.

Cindy: A system?

Mr. Gray: Some people say there are four steps when we *form habits. All habits follow these four steps.

Yuichi: Are habits made up of steps? What are they?

Mr. Gray: It is easier to understand if I explain how bad habits are formed. For example, Yuichi, did you study yesterday?

Yuichi: I started, but I felt bored soon.

Mr. Gray: That's the first step.

Cindy: Yuichi felt bored. Is it a step?

Mr. Gray: Yeah. Yuichi, how did you feel next?

Yuichi: I wanted to do something different for fun.

Mr. Gray: So, 【 ① the ② Yuichi ③ something ④ was ⑤ do ⑥ bored ⑦ feeling ⑧ to ⑨ sign for 】 else, and this sign made him *eager to do something different. This is the second step.

Cindy: I get it now.

Mr. Gray: Then, I think Yuichi took action. You .

Cindy: I guess Yuichi took out his smartphone and watched videos.

Yuichi: You're right.

Cindy: This action is the third step, right?

Mr. Gray: Exactly. Yuichi, did you enjoy using your smartphone?

Yuichi: Well, uh ... I had a little fun.

Mr. Gray: So, you felt happy because you did something. This is the final step. You repeat these four steps many times, and stop studying because of your smartphone.

Yuichi: Yes, I have done this many times.

Mr. Gray: To make good habits, you .

Cindy: What should we do?

Mr. Gray: How about thinking about your study plan, Cindy? Do you have any?

Cindy: I decided to study Japanese every day.

Mr. Gray: You . It is helpful to think about time and place. You should say, for example, you will study Japanese for fifteen minutes daily at six a.m. in your room.

Cindy: That *makes sense. When I have clear study plans, I feel I have to study.

Mr. Gray: After you study, you can do anything you want.

Yuichi: Really? Can I use my smartphone?

Mr. Gray: I mean you can use your smartphone for fifteen minutes or so after studying. By connecting the thing you need to do with the thing you want to do, the habit that you have can be attractive.

Cindy: I see. What else should we do?

Mr. Gray: So, what do you do first when you start studying?

Cindy: Of course, I prepare necessary things like notebooks, textbooks and dictionaries.

Mr. Gray: If you decide to study Japanese in the morning, put them on your desk before you go to bed. It is easier for you to start studying when they are ready.

Cindy: OK. I got it.

Mr. Gray: Finally, you should record the things you did and check your *progress. You can do it on paper or on your smartphone. You will feel satisfied when you make progress.

Cindy: I know what you mean. If we are satisfied, we can keep studying.

Yuichi: I didn't know these four steps. I was often disappointed in myself when I couldn't keep studying.

Mr. Gray: You . Don't look at goals only. Look at the system, too. If you want to stop your bad habits, you need to change your .

Yuichi: Thank you. I will try it. Anyway, did you get a new video game for being No.1 on the test?

Mr. Gray: I got the highest *score, but I didn't ask my father to buy me one.

Cindy: Why not?

Mr. Gray: I realized that I was happier when I made efforts for myself.

Yuichi: Did you? I hope I can be just like you.

〔注〕 exchange student 交換留学生 feel like ~ing ~したい気がする
be motivated to ~ ~する気になる habit 習慣
form 形成する eager to ~ ~したいと思う
make sense 理にかなう progress 進歩
score 得点

〔問1〕 four steps について、Yuichi が Mr. Gray との会話の内容を次のようなメモにまとめた。
 (1) ① ~ ③ に入る内容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。

No. _____
Date / /

How bad habits are formed

1st step ①

↓

2nd step want to do something

↓

3rd step watch videos

↓

4th step have a little fun

To make good habits, I need to ...

1st step think about time and place

↓

2nd step connect the thing I need to do with the thing I want to do

↓

3rd step ②

↓

4th step record the things I did

To turn bad habits into good habits, each step needs to be ...

1st step → clear

2nd step → attractive

3rd step → easy

4th step → ③

	①	②	③
ア	start studying English	allow yourself to use smartphone	satisfying
イ	start studying English	get up early in the morning	surprising
ウ	feel bored	prepare before you go to bed	satisfying
エ	feel bored	allow yourself to use smartphone	interesting
オ	think about study plan	prepare before you go to bed	surprising
カ	think about study plan	get up early in the morning	interesting

〔問2〕 So, 【 ① the ② Yuichi ③ something ④ was ⑤ do ⑥ bored ⑦ feeling ⑧ to ⑨ sign for 】 else 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4番目と8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	4番目	8番目
ア	④	①	⑤
イ	④	⑦	⑨
ウ	④	⑨	⑧
エ	⑥	①	⑤
オ	⑥	⑦	⑧
カ	⑥	⑨	④

〔問3〕 3-a ~ 3-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 should set a clearer goal
- ② need to be clearer about it
- ③ don't have to feel like that
- ④ know what happened after that
- ⑤ know why these steps are important
- ⑥ need to change something about these steps

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

〔問4〕 本文の流れに合うように、 の中に入る最も適切な連続する3語を本文中からそのまま抜き出せ。

〔問5〕 次の英文は本文の内容に関するものである。 の中に入る最も適切な1語を本文中からそのまま抜き出せ。

It is a good idea to connect a habit you have now with a habit you want to start. For example, you can say you will study English for fifteen minutes after you brush your teeth in the morning. You brush your teeth without any . Then you can start studying English easily if they are connected.

〔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 When Cindy studied at home, she usually started studying before she prepared necessary things, but Mr. Gray told her to set a clear study plan first.
- イ Mr. Gray believed that setting goals was helpful, but he didn't have any clear goals before he became No.1 on the test in his high school days.
- ウ Mr. Gray told Yuichi that it was OK for him to use his smartphone while he was studying, so he took out his smartphone and started watching videos.
- エ Mr. Gray got the highest score on the test, but he didn't ask his father to buy a new video game because he found making efforts made him happier.
- オ Mr. Gray said that recording things on a smartphone was not a good idea to check progress on study because you would not be motivated to study.

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。

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。)

One, two, three, four We know what comes next. Early humans probably counted in the same way. However, when they counted up larger *quantities and wrote them down, they designed a system that we still use today — tally marks.

Tally marks are lines used to show numbers. Each line shows the *value "1." You just add another line to the *preceding one. However, that soon creates a problem because it becomes hard to tell 1. So, there are ways of grouping lines into more convenient groups. Japanese people usually draw the Chinese character "正." In South America, people first draw a square, and then a line from the top left corner to the lower right. Sometimes they draw the fifth line from the other top corner. The most common way in North America and most of Europe is to draw every fifth line to cross through the preceding four.

Many centuries later, we humans invented writing systems, including *numerals that showed larger numbers. One of them was the Roman numeral system which was developed in ancient Rome and was used by many Europeans for a long time. It used seven letters of the alphabet to show numbers.

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

To make up a number, you just add the values of the letters together. The higher values come first. For example, XII is $10 + 1 + 1 = 12$, and LXVI is $50 + 10 + 5 + 1 = 66$. However, you cannot put more than the same three letters *in a row. How do you write 4 and 9 in the Roman numeral system? You write 4 as IV and 9 as IX. This means that if a symbol with a smaller value is placed before a symbol with a larger one, you need to *subtract the smaller value from the larger one. This rule is followed only when you write 4, 9, 40, 90, 400 and 900. The number 4,000 cannot be written in Roman numerals because you have to write it as MMMM, and this goes against the rule. So, *generally, Roman numerals go up to 3,999.

Doing *calculations with Roman numerals was very difficult because the Roman numeral system did not use *place value. Let's do a simple calculation, such as $651 + 1,839$, with Roman numerals. If you compare it with the one you make today, you will need a lot of time and effort to get the answer.

$$\begin{array}{r}
 \text{D C L I} \\
 + \text{M D C C C X X X I X} \\
 \hline
 \text{M M C D X C}
 \end{array}
 \qquad
 \begin{array}{r}
 651 \\
 + 1839 \\
 \hline
 2490
 \end{array}$$

Roman numerals are made up of seven symbols. On the other hand, Arabic numerals are made up of ten. As you know, from right to left, the first number counts the *units 0 to 9, the second counts the tens, from 10 to 90, the third the hundreds, and so on. The big difference is that the Arabic numeral system has a "zero" in it. The symbol "0" in a numeral tells you that the *position is "empty." Thanks to this symbol, you can make a difference between numbers such as "2,049" and "2,490" without using other numerals. If you show these two numbers with Roman numerals, you have to write them as "4" and "MMCDXC" by using six different symbols. On the other hand, you only have to use the same four symbols in Arabic numerals. In this way, the Arabic numeral system can make even large numbers easier to read with only ten symbols.

Some people say that the Arabic numeral system was first developed in India in the 3rd century *BCE. It was then introduced into the Arabic world around the 7th or 8th century. The system first reached Europe around the year 1000, but it did not draw much attention. At the end of the 12th century, the son of a rich Italian *merchant visited North Africa during his father's business trip. His name was Leonardo of Pisa. He was also called *Fibonacci. He was surprised to see Arab merchants were able to perform calculations very quickly. He realized that 【 ① be ② by ③ convenient ④ it ⑤ math problems ⑥ solve ⑦ to ⑧ using ⑨ would 】 the Arabic numeral system. Back in Italy in 1202, he wrote a math book. It was a guide for merchants who tried to record numbers with Arabic numerals. In this book, he wrote about the importance of zero. Soon after he *published the book, math made great *progress all over Europe, and people began to understand the convenience of the Arabic numeral system. However, they needed a few more centuries to use the modern number system.

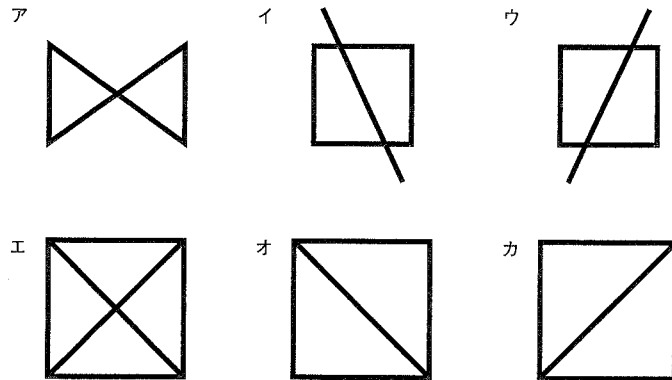
Roman numerals are still used today. You can find them on clock faces, in the titles of movies, and in the names of kings or queens. What would you think if you had to use only Roman numerals in your daily life?

〔注〕 quantity	数量	value	値
preceding	前の	numeral	数字
in a row	連続して	subtract	引く
generally	一般的に	calculation	計算
place value	位取り	unit	一の位
position	位	BCE	紀元前
merchant	商人	Fibonacci	フィボナッチ (イタリアの数学者)
publish	出版する	progress	進歩

〔問 1〕 本文の流れに合うように、1 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 there are too many lines
- イ how many lines there are
- ウ where you drew the lines
- エ which line to draw next

〔問 2〕 people first draw a square, and then a line from the top left corner to the lower right とあるが、それを描いたものとして最も適切なものを、次のア～カの中から一つ選べ。



〔問 3〕 the rule とあるが、その内容を示す部分を本文中から 12 語で抜き出し、その最初と最後の 1 語を書け。ただし、「,」「.」などは語数に含めない。

〔問 4〕 本文の流れに合うように、4 の中にローマ数字を入れるとき、最も適切なものは、次のうちではどれか。

- ア MMXLIX
- イ MMXCIV
- ウ MMCDIX
- エ MMCMXL

〔問 5〕 He realized that 【 ① be ② by ③ convenient ④ it ⑤ math problems ⑥ solve ⑦ to ⑧ using ⑨ would 】 the Arabic numeral system. 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 8 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	8 番目
ア	⑤	③	④
イ	⑤	④	③
ウ	⑤	⑨	⑦
エ	⑨	②	⑦
オ	⑨	⑤	②
カ	⑨	⑦	②

〔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 When early humans wrote large numbers, they used tally marks which were not used after the ancient Romans invented the Roman numeral system.
- イ You cannot write five thousand in the Arabic numeral system because it does not have any numerals to show the number.
- ウ The Roman numeral system has fewer symbols than the Arabic numeral system, but it can show more numbers than the Arabic numeral system.
- エ In Europe, people have used the Roman numeral system longer than the Arabic numeral system which has place value and the symbol of zero.
- オ Just after Fibonacci published a math book, Europeans started to use the Arabic numeral system because they understood its convenience.

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。)

My name is Suzuka, and I am in the third year of university in Japan. Last year, I studied in America for a year as an *exchange student. I stayed in *Irvine, California with my host family. Irvine has warm and dry summers, and its winters are usually cool and cloudy. This climate is perfect for outdoor activities, so I could enjoy hiking, riding my bike, and relaxing on the many nearby beaches. The students in my university were very friendly and kind to me. They studied hard to *keep up with their studies. I was surprised to find that there were five libraries in the university, and that they were usually open until midnight to support the students. I sometimes used one of them until late in the evening, and hundreds of students were still there for research.

A few weeks after I started to attend school, Emma, one of my university friends, asked me to do volunteer work for elementary school kids. We were going to support their learning in class. On our way to their school, I asked Emma,

"Do you often do volunteer activities?"

"Yes, I have done many volunteer activities since I was a kid."

"What a surprise!"

(1) "Before our country was *established, people had to help each other because there were no governments to help them. They say that was the beginning of volunteer activities in this country."

"Now I understand why many students in America do volunteer work."

When we visited their school, they welcomed us with open arms. I felt happy that many children enjoyed studying with us. Sometimes they asked me to teach them Japanese. Before I went to America, I could not imagine myself doing this!

Many university students in America study hard. I heard that graduating from a university in America is more difficult than entering one. In addition, when they try to get a job, things they did in university can be judged *severely. I was sure that I studied harder than any other student in Japan, so I never imagined students in America would do more.

The members of my host family thought becoming *independent was very important. One day, when I was helping my host mother prepare dinner, she said, "Do you like rice or potatoes?" I said, "3" I just meant to help my busy host mother. However, Ryan, her six-year-old son, asked me, "Suzuka, do you really want to eat something everyone in the family will eat? Do you always answer your mother like that?" The host mother also said to me, "Thank you for thinking about me, Suzuka, but I just want to make you something you like. So please tell me what you really want to eat." I learned they made their own *choice *even though the matter was small.

Many students I met in America thought it is *embarrassing if you are over eighteen years old and your parents are still taking care of you at home. When I was at home, I was never worried about everyday meals. My parents did everything for me, but I almost never helped them cook, clean, or do other *housework. I believed that their kindness was natural, and that doing housework was my parents' business, not 4. I really did not realize how much my parents took care of me until I went abroad. I was such a big baby!

(5) In one year, I learned a lot of important things. I got such valuable experiences by going abroad. Now back in Japan, I study harder than before and *take a more active part in class. I also do volunteer activities and help my parents do the housework. Sometimes I feel it is interesting to prepare dishes I have never made. My family looks especially happy when I cook for them. There are not many things I can do, but I want to do something more for my parents because they gave me the chance to study abroad. When I get a job after graduation, I would like to take my parents on a trip to California as a way of saying thank you to them.

〔注〕 exchange student	交換留学生	Irvine, California	カリフォルニア州アーバイン
keep up with ~	~についていく	establish	樹立する
severely	厳しく	independent	自立した
choice	選択	even though ~	たとえ~でも
embarrassing	恥ずかしい	housework	家事
take an active part in ~	~に積極的に参加する		

〔問1〕 "What a surprise!" とあるが、その理由として最も適切なものは、次のうちではどれか。
(1)

- ア Suzuka found out why there were many students in America doing volunteer work.
- イ Suzuka thought that many university students in America did volunteer activities.
- ウ Suzuka did not know when volunteer work started in America until Emma told her about it.
- エ Suzuka did not think that Emma had a lot of experiences in doing volunteer activities.

〔問2〕 students in America would do more とあるが、この内容を最もよく表しているものは、
(2) 次のうちではどれか。

- ア Students in America made more effort to get into university than Suzuka.
- イ Students in America studied harder than Suzuka.
- ウ Students in America thought more about their future job than Suzuka.
- エ Students in America were more independent than Suzuka.

〔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、次のうちではどれか。

- ア I'm fine with the same dish everyone else wants.
- イ I don't like potatoes, so I'd like to have rice, please.
- ウ I'd like to have potatoes, a salad, and a cup of coffee.
- エ Thank you for asking me, but I'll do it by myself.

〔問4〕 本文の流れに合うように、 に入る最も適切な1語を書け。

〔問5〕 I was such a big baby! とあるが、この内容を最もよく表しているものは、次のうち⁽⁵⁾ではどれか。

- ア Suzuka depended on her parents even though she was over eighteen.
- イ Suzuka had to thank her parents because they raised her so well.
- ウ Suzuka was born big because both of her parents were very big.
- エ Suzuka was happy that she received everything from her parents.

〔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 Suzuka sometimes studied in some of the libraries in her university in America for her research until their closing time.
- イ A few weeks after Suzuka started her university life in America, she asked Emma to teach Japanese to elementary school children as a volunteer.
- ウ The members of Suzuka's host family thought that it was important to make a decision by themselves even though the matter was small.
- エ Before Suzuka went abroad, she felt that it was embarrassing for her parents to take care of her because she was over eighteen years old.
- オ After Suzuka came back to Japan, she helps her parents do the housework but never makes a meal for her family.

〔問7〕 Suzuka は大学卒業後、両親をカリフォルニアに連れていくことにした。そこでは留学時にお世話になったホストファミリーの家にも寄るつもりである。あなたが Suzuka だとしたら、ホストファミリーにどのような E メールを送るか。与えられた英文に続けて、下の の中に入る英文を、あなた自身の言葉を用いて、**35 語以上 45 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。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〕 Hello, I'm Jane. Nice to meet you.

✉ E-mail ✕	
Subject	Hello! This is Suzuka.
Dear Brown Family,	
How have you been? I always remember the days I spent with you all.	
This summer, I will take my parents to California.	
<input type="text"/>	
I'm looking forward to seeing you again soon.	
Sincerely, Suzuka	