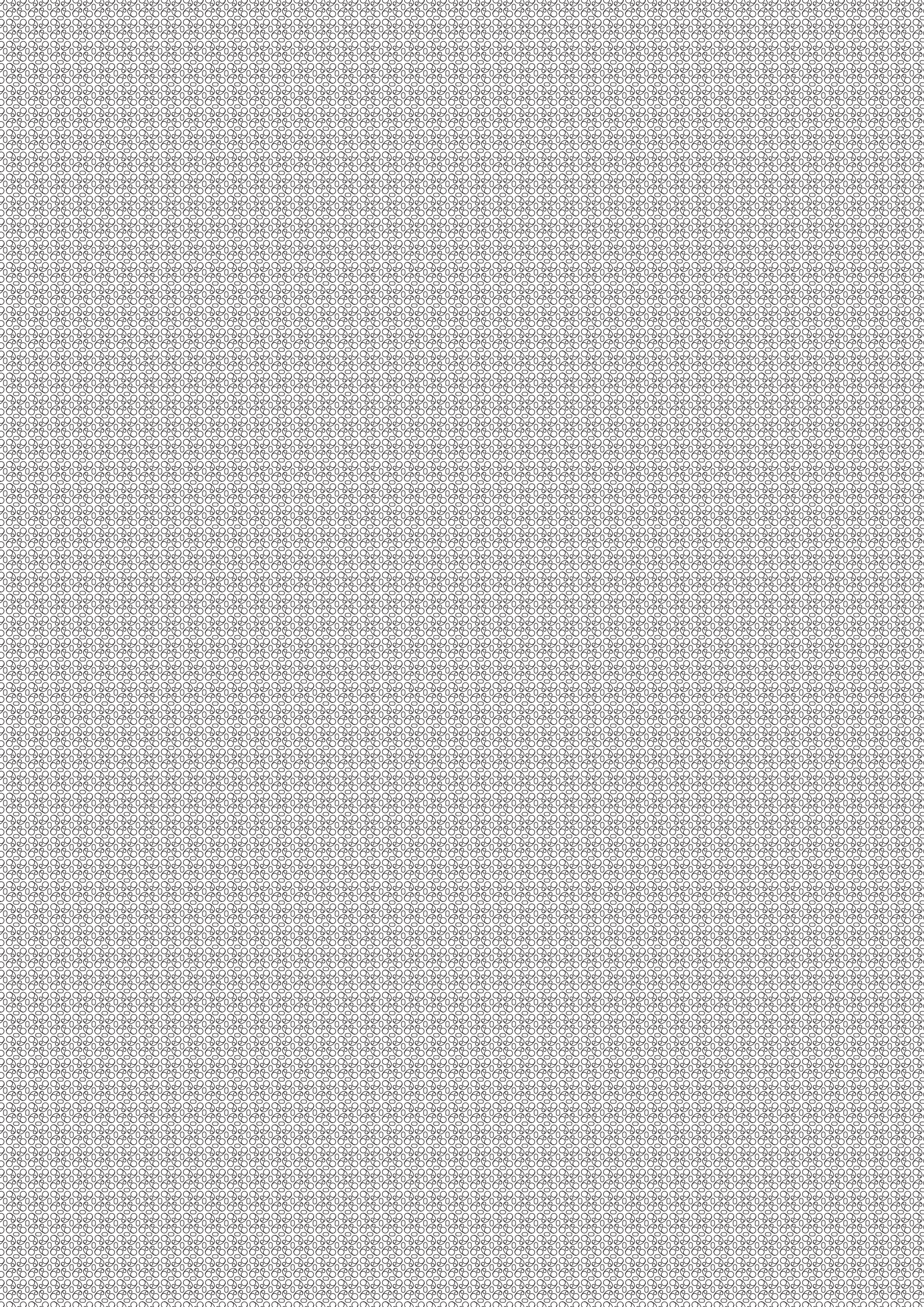


# 英 語

## 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 14 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。)

*Kenji and Taro are third-year students at high school. They are good friends. They are members of the kendo club. They will have a \*tournament next month. They are now talking with Ms. Ito, an \*advisor to the kendo club, about the tournament in May.*

*Kenji:* This tournament is very important to us.

*Taro:* Yes. It will be the last for us, the third-year students. We came in second in the March tournament.

*Ms. Ito:* That's right. Our team did a great job, but I hope we will do \*even better.

*Kenji:* I hope so, too. We are now practicing very hard for this tournament.

*Taro:* As captain, you've always \*cared about the members and you have also tried hard to lead us to \*victory in both \*individual and team \*competitions. Everyone trusts you. I'm only a \*reserve this time, but I enjoy practicing with you.

*Kenji:* I know that. You always practice as hard as us, the \*regulars. You also encourage us.

*Ms. Ito:* Thank you, Taro. You've always cared about the team.

*Kenji:* \*I hate to say, but .... I have to move to Canada because of my father's work.

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*Taro:* Ms. Ito, did you know that?

*Ms. Ito:* Yes. Kenji told me this morning. Now, Taro, you are going to fight for Kenji. You can do it.

*Taro:* <sup>(2)</sup> But, Ms. Ito, I can't fight like Kenji. I've won fewer matches than Kenji. I have no \*confidence. Some regulars won't be happy about this.

*Kenji:* Don't worry, Taro. Everyone knows that you practice hard and they thank you for encouraging them. The only thing you have to do is to trust your teammates. Just do your best.

*Taro:* Thank you, Kenji. I feel \*relieved.

*On the afternoon of the tournament day, Kenji, Taro, Ms. Ito, and two of the team, Ryo and Sota, are having an online meeting.*

*Taro:* Hi, Kenji. I think it's early in the morning over there. Are you OK?

*Kenji:* I'm a little sleepy, but it's Okay. How was the tournament, Ryo?

*Ryo:* We won. It was very \*close. As you know, we had five matches—three wins and two losses. Sota won the first match.

*Kenji:* Well done! I knew you would win. Tell me more.

*Ms. Ito:* Ryo, how about telling Kenji about Taro's match?

*Ryo:* OK, Ms. Ito. After two wins and two losses, it was Taro's \*turn. He was just like you, Kenji—\*aggressive. When his \*opponent stopped \*for a second, Taro got an *ippon* and won.

*Ms. Ito:* That's right. He did a really good job.

*Sota:* Kenji, after you left Japan, Taro practiced even harder. Just before the tournament, nobody in the club could \*beat him. He was as strong as you. <sup>(3)</sup>Everyone 【 win / Taro / sure / was / that / would 】. We can trust Taro, and Taro can trust us, too. I think that is the most important for the club. We fought as one.

*Kenji:* Now I know everything is going well. How are you feeling, Taro?

*Taro:* I'm very relieved. Before the match, I was nervous. But I knew I could win. I knew everyone trusted me, \*including you, Kenji. We fought as one. Let's sing the school song!

*Ms. Ito:* <sup>(4)</sup>That's a good idea. Before that, I would like to know how we can make this \*trust stronger.

*Kenji:* That's easy, Ms. Ito. Everyone should do their best in everything they do. I'm proud of you all.

〔注〕 tournament トーナメント	advisor 顧問
even さらに	care about ~ ~を気づかう
victory 勝利	individual 個人
competition 競争	reserve 控え選手
regular レギュラー	I hate to say 言いにくい
confidence 自信	relieved ほっとした
close 接戦の	turn 順番
aggressive 積極的な	opponent 対戦相手
for a second 一瞬	beat 打ち負かす
including ~ ~を含む	trust 信頼

〔問1〕 本文の流れに合うように、 の中に入るものとして、最も適切なのは、次のうちではどれか。

- ア I can't join the tournament.
- イ I will go to Canada after the tournament.
- ウ I will practice harder than now.
- エ I must be back for the tournament.

〔問 2〕 <sup>(2)</sup> You can do it. とあるが、このように Ms. Ito が言った理由を最もよく表しているのは、次のうちではどれか。

- ア Taro is often helped by the team.
- イ Taro always practices as hard as the regulars.
- ウ Kenji encourages the team when it is down.
- エ The regulars thank Taro for encouraging them.

〔問 3〕 <sup>(3)</sup> Everyone 【 win / Taro / sure / was / that / would 】. 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のは、次のうちではどれか。

- ア 2 番目 win    5 番目 sure        イ 2 番目 would    5 番目 was
- ウ 2 番目 sure    5 番目 would        エ 2 番目 win        5 番目 sure

〔問 4〕 <sup>(4)</sup> That's a good idea. を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

It is a good idea to .

- ア practice harder than before
- イ sing the school song together
- ウ fight as one
- エ ask Kenji one thing

〔問 5〕 次の質問に対する答えとなるように、下の  の中に入る最も適切な 1 語を本文中から抜き出せ。

(Question) Sota thinks something is the most important in the club activities.  
What is it?

(Answer) He thinks to  each other is the most important.

〔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 Kenji had to move to Canada and join a kendo club there.
- イ Taro always practiced hard, but he had no experience of winning a match.
- ウ In club activities, the students didn't need to do their best in everything they did.
- エ Kenji had to leave the kendo club because of his father's work.
- オ Ms. Ito didn't understand why Taro won the match.
- カ In the kendo club, Kenji didn't trust his teammates, so he moved to Canada.

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次の文章を読んで、あとの各問に答えよ。なお、[1]～[7]は段落の番号を表している。  
(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

- [1] Are you good at solving math problems? Maybe you are, and maybe you are not. In textbooks, you have worked on problems that have solutions. So, you may think all the math problems have right answers. Actually, there have been a lot of difficult math problems since early times. People have worked on these problems. They have solved many of them, but other problems have been \*unsolved.
- [2] In \*ancient Greece, there were three big math problems. To solve these problems, people had to draw \*figures with a \*ruler and compass. Finally, all of them were solved in the 19th century. People discovered that it was not possible to draw such figures. For example, one problem was to draw a \*square which is the same size of a \*circle. <sup>(1)</sup>Solving this problem took about 2,300 years.
- [3] In 1900, a person in Germany chose 23 unsolved math problems that would change the world. People have solved more than ten of these problems. Then, in 2000, an \*institute in America chose seven unsolved math problems with a \*prize. They were called the “\*Millennium Prize Problems.” The main \*purpose of choosing these problems was to encourage new \*mathematical research. To give the prize money was not the main purpose.
- [4] Getting the prize money won't be so easy, and it will take a long time. Imagine a person has come up with a solution. 

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 First, the solution must appear in a \*major journal. Then, the person must wait for a few years. During that time, other people will \*examine the solution. Finally, the mathematical community must accept the solution.
- [5] A person in Russia solved one of the problems. It is about \*geometry. He used an American's ideas to solve it. He \*posted his solution on the Internet in 2002 and 2003. It was examined for several years. After that, it was \*published in a major journal in 2006, and then it was accepted by the mathematical community. In 2010, the institute in America decided to give him the prize money, but he didn't want it. Why did he say 'no' to the money? He said the institute was unfair. He thought the American should share the prize money. Anyway, one problem was solved, so six problems are still unsolved.
- [6] There are many other unsolved problems. People have worked on the six problems and the others. Since 2010, there have been only a few solutions. If any of them is good, it will appear in a major journal and later other people will examine it. <sup>(3)</sup>And finally, it will have to wait for something.
- [7] As you can see, people have had a lot of unsolved math problems and have also tried to solve them. Through their efforts, mathematical \*knowledge has \*advanced a lot. Science has also advanced because of these problems. For example, one of the

“Millennium Prize Problems” has \*led to a famous scientist’s \*theory. <sup>(4)</sup> So, **【 harder / you / study / why / math / don’t 】** to solve one of the unsolved math problems?

〔注〕 unsolved 未解決の	ancient Greece 古代ギリシャ
figure 図形	ruler and compass 定規とコンパス
square 正方形	circle 円
institute 研究所	prize 懸賞
Millennium 西暦 2000 年	purpose 目的
mathematical 数学の	major journal 主要な雑誌
examine 調べる	geometry 幾何学 (数学の分野の 1 つ)
post 投稿する	publish 発表する
knowledge 知識	advance 進歩する
lead to ~ ~につながる	theory 理論

〔問 1〕 <sup>(1)</sup> Solving this problem took about 2,300 years. を、次のように書き表すとすれば、 の中に、どのような英語を入れるのがよいか。最も適切な 1 語を [4] の段落中から抜き出せ。

After about 2,300 years, people found a  to this problem—they discovered that they couldn’t draw such a square.

〔問 2〕 本文の流れに合うように、 2  の中に入るものとして、最も適切なのは、次のうちではどれか。

- ア The person will know that he has changed the world.
- イ The person will soon get the prize money.
- ウ The person will soon tell the institute about his solution.
- エ The person will have to wait for a long time.

〔問 3〕 <sup>(3)</sup> And finally, it will have to wait for something. を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

And finally, the solution will have to wait until it .

- ア is published in a major journal
- イ is accepted by the mathematical community
- ウ is posted on the Internet
- エ is chosen by the institute in America



〔問4〕 <sup>(4)</sup> So, 【 harder / you / study / why / math / don't 】 to solve one of the unsolved math problems? 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のは、次のうちではどれか。

- ア 2番目 study    5番目 harder    イ 2番目 harder    5番目 study  
 ウ 2番目 don't    5番目 math        エ 2番目 you        5番目 why

〔問5〕 次の表は、本文に関わる出来事をまとめたものである。本文の内容に合うように、 (A) 及び  (B) に入る英文の組み合わせとして正しいものは、下のア～エのうちではどれか。

Period	Events
In the 19th century	The three big problems of ancient Greece were solved.
In 1900	A person in Germany chose 23 math problems.
In 2000	<input type="text"/> (A)
In 2002 and 2003	<input type="text"/> (B)
Since 2010	A few solutions have come out for the unsolved problems.

- ア (A) An institute in America chose seven math problems.  
 (B) Ten of the 23 math problems were solved.  
 イ (A) An institute in America chose seven math problems.  
 (B) A person in Russia posted his solution to a problem on the Internet.  
 ウ (A) Ten of the 23 math problems were solved.  
 (B) An institute in America chose seven math problems.  
 エ (A) Ten of the 23 math problems were solved.  
 (B) A person in Russia posted his solution to a problem on the Internet.

〔問6〕 本文の内容と合っているものは、次のうちではどれか。

- ア Unsolved math problems have had a long history and they have led to new research of not only math, but also science.
- イ Two people received the prize money from the institute for solving one of the “Millennium Prize Problems.”
- ウ The mathematical community has understood the few solutions very well and has accepted them.
- エ The main purpose of the “Millennium Prize Problems” was to give the prize money to a person who solved one of them.

- 4 次の文章を読んで、あとの各問に答えよ。なお、[1]～[7]は段落の番号を表している。  
(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

- [1] Yuki, a 16-year-old girl, loved art class. Her love for art class began when she was nine years old. She had a new art teacher in high school. His name was Mr. Kudo. He was very friendly and warm. He \*kindly taught her how to draw and paint pictures in class. Yuki \*gradually became more interested in art, especially painting pictures.
- [2] One day in the art class, Mr. Kudo saw her drawing and told her to come and see the art club activities after school. She was a little bit surprised to hear that. (1) And at the same time, she felt 【 ① would be / ② because / ③ she / ④ to draw / ⑤ able / ⑥ happy 】 and paint pictures.
- [3] After school, she went back to the same room to take a look at the club activities. Before entering the room, she \*took a deep breath because (2) she was a little nervous. When she entered, the club members were \*painting in oils. One of the \*seniors talked to Yuki and said, “Hi, I am Matsuo Yoshito. I am a third-year student. We usually attend club activities four times a week. We enjoy not only drawing and painting, but also being together to share ideas.” “Now, we are painting for the school festival this year. (3-a)” He said so with a big smile. After they talked for a little, the other members also came over and introduced themselves to Yuki. They were all friendly and kind. So, she decided to join the club. Mr. Kudo was smiling at them and talked about the club activities \*in detail. She was very excited about her new world at high school.
- [4] Yuki was enjoying painting very much, and gradually she began to think more \*seriously about her future. She thought of becoming a painter, so she \*devoted herself to painting at the club. One day after school, Mr. Kudo said to Yuki, “How about going and looking at other art works for yourself? If you do so, you can \*broaden your views on painting.” She didn’t understand the things which he wanted to say, so she said, “(3-b)” However, he didn’t answer her \*clearly. His words stayed in her mind for a while. She thought about the things which he meant again and again. She could not understand them. So, she decided to visit a museum and find the answer for herself.
- [5] One sunny Sunday, Yuki got on a train for the museum. When she arrived at the front gate of the museum ten minutes earlier than opening time, she saw people there. Then she got her ticket, and entered.
- [6] More than thirty works were \*on display at the museum and she knew some of them. The visitors looked at the art works one after another. (4) One of the paintings suddenly caught her eye. The girl in the painting was looking at Yuki. The girl was wearing \*pearl earrings and a \*turban. Yuki became very interested in the painting and said, “(3-c)” She could not forget about it on her way home.

She never imagined a real painting could be so powerful. She also remembered that she saw the painting in an art book. She went home and took down the book from the shelf of her family's library. Then, she found it and knew that the picture was painted by a famous painter from \*Holland.

[7] Yuki now understood why her teacher told her to look at other paintings. She said to herself, "A wonderful painter should have a strong message and express it on the \*canvas. (3-d)" The next day at school, she went to see Mr. Kudo and said, "Thanks to your 5, my world has changed a lot. I've decided to study \*fine arts abroad and become a painter. Also, I will study English harder." She talked about the things which she saw at the museum and the things which she learned. Mr. Kudo just listened to her quietly and said to her, "You need to study other things, too, especially a foreign language."

〔注〕 kindly 優しく	gradually だんだんと
take a deep breath 深呼吸する	paint in oils 油絵を描く
senior 先輩	in detail 詳しく
seriously 真剣に	devote herself to ~ ~に没頭する
broaden 広げる	clearly はっきりと
on display 展示されて	pearl earring パールのイヤリング
turban ターバン	Holland オランダ
canvas キャンバス	fine arts 美術

〔問1〕 (1) And at the same time, she felt 【① would be / ② because / ③ she / ④ to draw / ⑤ able / ⑥ happy】 and paint pictures. 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3番目と5番目にくる単語・語句の組み合わせとして正しいのは、次のうちではどれか。

- |                  |               |
|------------------|---------------|
| ア 3番目 ⑥ happy    | 5番目 ④ to draw |
| イ 3番目 ① would be | 5番目 ④ to draw |
| ウ 3番目 ③ she      | 5番目 ⑤ able    |
| エ 3番目 ② because  | 5番目 ⑤ able    |

〔問2〕 she was a little nervous とあるが、この理由を最もよく表しているのは、次のうちではどれか。

- ア Yuki didn't want to join the art club.
- イ It was the first time for Yuki to visit the club activities.
- ウ Yuki knew that some seniors would not be kind to her.
- エ Yuki was worried that there would be no club activity after school.

〔問3〕  から  の中には、それぞれ次の(A)～(D)のうちいずれかの文が入る。それぞれに入る文を並べた組み合わせとして正しいのは、下のうちではどれか。

- (A) What do you mean?
- (B) How wonderful!
- (C) Our art works will be on display in the event.
- (D) Without it, it is very difficult to catch or move people's hearts.

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

〔問4〕 One of the paintings suddenly caught her eye. を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

When she was looking at the art works, .

- ア she was surprised about one painting.
- イ she felt one of the visitors was watching her.
- ウ she wasn't interested in any of them.
- エ she didn't know any of them.

〔問5〕 本文の流れに合うように、 の中に入る最も適切な1語を〔4〕の段落中から抜き出せ。

〔問6〕 次のA～Fの英文を，出来事が起きた順に並べかえたものとして適切なものを，下のア～カから一つ選べ。

- A Yuki was asked to come to the club activities.
- B Yuki decided to be a member of the club.
- C Yuki understood the importance of messages in paintings.
- D Yuki met a good art teacher in high school.
- E One of the club members talked to Yuki and told her some information.
- F Yuki found her dream for the future.

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

〔問7〕 次の (A), (B) のEメールを読んで, 下の指示に従いなさい。

(A)

Dear Mr. Kudo :

Hello, how are you doing? We have not met for a long time.

1

When I was looking at my favorite paintings, a French student asked me where I am from in French.

2

He told me that he has visited Japan three times and he likes Japanese food very much. He is now one of my friends. I am very happy that my French is getting better. So, I think I will study French harder. When I see you next time, you can hear my French!

All the best,  
Yuki

(B)

Hello Yuki :

I am glad to get your e-mail and it is great to hear that you are having a good time in France. You visited a famous museum and enjoyed great paintings. There are a lot of famous art museums there. I want you to visit many museums, before coming back to Japan.

I am surprised to know that you can speak French now. Learning a foreign language is very difficult and takes time. I am looking forward to hearing your French when we meet next time. Please have fun in France! Also, I am waiting to hear from you again.

Sincerely,  
Kudo

(A) は, 3年後に, Yuki から Mr. Kudo に送ったEメールであり, (B) は, Mr. Kudo が送った返信のEメールである。(A) が (B) に対応するように,  1 ,  2  に入る適切な文面を考え, それぞれ 12 語以上 18 語以内の英文で書け。二つ以上の英文になっても構わない。ただし, 明らかに未完成の文は, 語数には含めないものとする。下の〔例〕のように, 「,」「.」などは語数に含めない。短縮形は1語と数える。

〔例〕 I'm a student. My mother said to  
me, "Are you busy?" I said, "Yes!"