

# 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 13 ページまであります。

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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。 )

*Rie and Aki are second-year high school students in the same class. Mike, a student from Canada, is also in their class. They will go to Kanagawa Aquarium Park this weekend. Now, they are in the classroom and are using their tablets to check which train they will take and which activities they can do. They are writing a memo about their plan.*

*Mike:* I really want to try the \*Sea Lion Feeding from 12:40 to 13:10.

*Rie:* Good! We can \*make a reservation three days before the event. Should we make a reservation?

*Aki:* Sure! It's the four days before the visit. I'll do that tomorrow.

*Mike:* Thank you. How about planning the visit today?

*Rie:* Yes! Then, we should choose which gate to enter the park from. <sup>(2)</sup> The park is very big, so it has North Gate and South Gate. There is a station at each gate.

*Mike:* Let's choose the station after we decide activities to do there.

*Aki:* OK. Why don't we see the Dolphin Show from 10:15 to 10:45?

*Rie:* Good. The stadium for the show is near North Gate. So let's take a train which arrives at the station near North Gate at 10:00.

*Aki:* That's nice.

*Mike:* Perfect. What about the \*Sea Turtle Touch from 11:20 to 11:50?

*Rie:* That's good. How about lunch?

*Aki:* I want to go to a Chinese restaurant. (3-a)

*Rie:* Yes. I also like Chinese food. Should we have lunch at around 12:00 there?

*Mike:* Let's do that. Why don't we \*look around the aquarium building after the Sea Lion Feeding?

*Aki:* Great. Well, we should go home by around 16:00, right?

*Rie:* Yes, the aquarium building and South Gate are very close. There is a train which leaves at 14:30. It is from the station near South Gate and arrives at the station near our school at 16:00.

*Mike:* Sounds good! We have made our plan!

(At the park on the weekend)

*Aki:* According to the memo of the plan, the Dolphin Show starts at 10:15. (3-b)

*Mike:* Yes. It'll start soon.

(At the show)

\*Keeper: Hi! These dolphins can swim very fast. Let's start the show.

*Aki:* Wow! The dolphins are swimming very quickly.

*Mike:* Amazing! Many of them are jumping.

*Rie:* The dolphins love their keepers very much. (3-c)

*Aki:* I do, too. Now, let's go to the Sea Turtle Touch from 11:20 to 11:50 in our plan.

*Mike:* Yes, let's.

(At the activity area)

*Rie:* Oh, we cannot do this activity because there's a long line for it. How about going to the Penguin Walk held in the same time?

*Mike:* I'm very sad that I cannot touch any sea turtles. But I also like penguins, so let's go to the penguin area.

*Aki:* That's good. I'll ask a staff member where it is.

*Mike:* Thank you.

(At the penguin area)

*Aki:* Oh, I see a lot of penguins!

*Rie:* Many of them are walking here.

*Mike:* Let's watch the penguins' swimming in that \*water tank.

*Aki:* Oh. This information \*panel says these penguins swim at about 15 kilometers an hour.

*Mike:* (3-d)

*Rie:* That's surprising! Oh, it's almost 12:00, so let's go for lunch.

*Mike:* There is a pizza restaurant with a table for three. But should we go and check the Chinese restaurant first?

*Aki:* This is probably the only table we can find easily because it is so crowded everywhere. How about changing our plan?

*Rie:* That's better.

(At the restaurant)

*Mike:* Why don't we try the lunch set?

*Rie:* That's a good idea.

*Aki:* When will the Sea Lion Feeding start?

*Mike:* It'll start at 12:40. We should go and wait in line at about 12:30, right?

*Rie:* <sup>(4)</sup>Don't worry about that. We have a reservation, so it's OK to be there when it starts.

*Aki:* I'm happy that we have the reservation.

*Mike:* Let's look around the aquarium building after the Sea Lion Feeding.

*Rie:* I'm having a good time \*so far.

*Aki:* Me, too. Let's have lots of fun in the afternoon, too!

*Mike:* Yes, let's enjoy together!

〔注〕 sea lion アシカ  
 sea turtle ウミガメ  
 keeper 飼育員  
 panel パネル

make a reservation 予約する  
 look around 見て回る  
 water tank 水槽  
 so far これまでのところ

〔問 1〕 <sup>(1)</sup> I'll do that tomorrow. とあるが、このことについての Aki の行動として、最も適切なものは次のうちではどれか。

- ア Aki will make a reservation on the same day of making a plan.
- イ Aki will make a reservation on the next day of making a plan.
- ウ Aki will make a reservation one day before they visit Kanagawa Aquarium Park.
- エ Aki will make a reservation when they visit Kanagawa Aquarium Park.

〔問 2〕 <sup>(2)</sup> we should choose which gate to enter the park from とあるが、このことについて Rie, Aki, Mike が決めた内容として、最も適切なものは次のうちではどれか。

- ア They should use South Gate to enter because the aquarium building is near it.
- イ They should use South Gate to enter because the stadium of the Dolphin Show is near it.
- ウ They should use North Gate to enter because the aquarium building is near it.
- エ They should use North Gate to enter because the stadium of the Dolphin Show is near it.

〔問 3〕 (3-a) から (3-d) の中には、それぞれ次の A～D のうちのいずれかの文が入る。その組み合わせとして、最も適切なものは下のうちではどれか。

- A We will go there first, right?
- B That is as fast as my bicycle.
- C I admire their job.
- D Is there one here ?

	<span style="border: 1px solid black; padding: 2px;">(3-a)</span>	<span style="border: 1px solid black; padding: 2px;">(3-b)</span>	<span style="border: 1px solid black; padding: 2px;">(3-c)</span>	<span style="border: 1px solid black; padding: 2px;">(3-d)</span>
ア	A	B	C	D
イ	A	C	B	D
ウ	D	A	C	B
エ	D	B	A	C

〔問4〕 Don't worry about that. を、次のように書き表すとすれば、  
(4) の中に入れるものとして、最も適切なものは下のうちではどれか。

Rie thinks that they can .

- ア find a table for three for lunch
- イ look around the aquarium building before lunch
- ウ leave Kanagawa Aquarium Park at 16:00
- エ do the activity without waiting in line

〔問5〕 次のメモは、Rie たちが事前に決めた Kanagawa Aquarium Park 内での予定である。

(A) 及び  (B) に入る組み合わせとして、最も適切なものは下のうちではどれか。

<メモ>

10:15 - 10:45	<i>the Dolphin Show</i>
11:20 - 11:50	<input type="text"/> (A)
12:00	<input type="text"/> (B)
12:40 - 13:10	<i>the Sea Lion Feeding</i>

- ア (A) the Sea Turtle Touch (B) Lunch at a Chinese Restaurant
- イ (A) the Sea Turtle Touch (B) Lunch at a Pizza Restaurant
- ウ (A) the Penguin Walk (B) Lunch at a Pizza Restaurant
- エ (A) the Penguin Walk (B) Lunch at a Chinese Restaurant

〔問6〕 本文の内容と合っているものとして、最も適切なものは次のうちではどれか。

- ア Rie asked Aki and Mike to see the Dolphin Show.
- イ Mike saw a water tank of sea lions and an information panel about them.
- ウ Aki thought Kanagawa Aquarium Park was crowded when they visited it.
- エ Rie, Aki, and Mike arrived at Kanagawa Aquarium Park at 10:45.

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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 you feel food is delicious, you use many \*senses. One of them is the sense of taste. For a long time, we thought there were four types of taste: sweet, salty, sour, and bitter. But in the 20th century, the fifth taste “*umami*” was discovered. Now, the Japanese word “*umami*” is used all over the world.

*Umami* is a taste which comes from \*amino acids like \*glutamate and \*inosinate. ア They are common in Japan. In 1908, a Japanese researcher did experiments with *kombu dashi* and found glutamate in it. Also, he understood that glutamate had a unique taste. He called it *umami*. In 1913, another Japanese researcher found inosinate. We can find it in \*dried bonito flakes. Usually, *umami* becomes stronger when there is a larger amount of *umami* \*ingredients like glutamate and inosinate. イ

Do you like *sashimi*? Why do many people think *sashimi* is so delicious? ウ In *sashimi*, the amount of inosinate increases \*as time passes. So, *sashimi* that is left for a while may taste better \*in terms of *umami* than very fresh *sashimi*.

On the other hand, many people think very fresh *sashimi* is delicious. When people feel *sashimi* is delicious, not only its taste but also its \*texture is important. The texture is better in very fresh *sashimi* when it is \*firm, not soft. エ

So, which *sashimi* is more delicious, very fresh *sashimi* or *sashimi* that is left for a while? Let's look at (3) Graph. A fish is \*stored in ice. X shows the change in \*concentration of inosinate of the fish. As the amount of inosinate increases, the concentration of inosinate becomes higher. Y shows the change in the \*firmness of the fish. From this graph, we can see when *sashimi* is the most delicious for people to eat. Many people think that *sashimi* tastes the best after about eight to twelve hours since it was stored. \*This is because there is a lot of inosinate in *sashimi*, and at the same time, *sashimi* is still firm. Sometimes *sashimi* sold in supermarkets passes those four hours and becomes softer, but many seafood restaurants serve (4) *sashimi* in those hours.

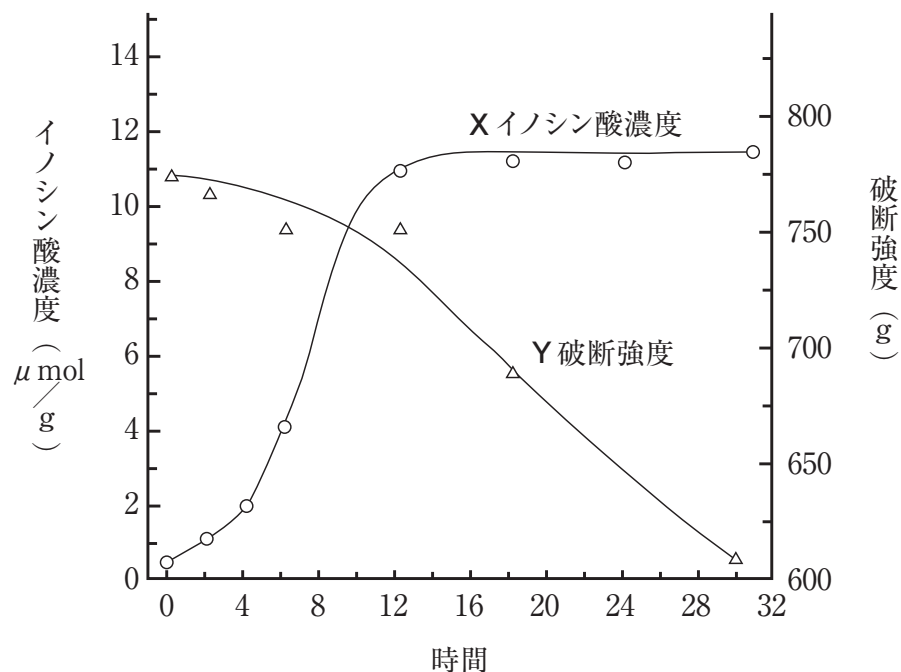
Also, when we make miso soup, a famous Japanese dish, *dashi* is often used to add *umami*. *Dashi* is made by putting food into water to \*bring out their ingredients. *Kombu* is often used to make *dashi* and has a lot of glutamate. Dried bonito flakes are also often used and have a lot of inosinate. Of course, you can taste *umami* only with one of them. However, when these two types of amino acids are used together at the same amount, (5) *umami* becomes the strongest. In this case, *umami* is about seven to eight \*times stronger than tasting glutamate or inosinate alone.

Using *umami* ingredients may also be a good way to improve people's health. It can be good for health. For example, by using them to increase \*satisfaction of the taste, we can reduce the amount of salt we eat. Now, more and more people have become interested in

staying healthy. Many people believe that Japanese food is healthy, and it has become popular. In Japanese cooking, *umami* from *dashi* is used to bring out the natural taste of food. Thanks to *umami*, we will be able to create a wide variety of foods and enjoy them. Well, what kind of food do you want to cook with *umami*?

〔注〕 sense 感覚	amino acid アミノ酸
glutamate グルタミン酸	inosinate イノシン酸
dried bonito flake <small>かつおぶし</small> 鰹節	ingredient 成分
as ~ ~につれて	in terms of ~ ~の点では
texture 食感	firm 硬い
store 貯蔵する	concentration 濃度
firmness (破断強度という指標で示された) 硬さ	
this is because ~ これは~だから	bring out 引き出す
~ times ~倍	satisfaction 満足

Graph



(公益社団法人日本水産学会監修の資料より作成)

〔問１〕 次の英文が入る最も適切な箇所を、本文の ア ～ エ の中から一つ選べ。

One secret of that is in the amount of inosinate.

〔問２〕 <sup>(2)</sup>He called it *umami*. とあるが、この内容として、最も適切なものは次のうちではどれか。

- ア He called the taste of inosinate *umami*.
- イ He called a researcher to talk about *umami*.
- ウ He called the taste of glutamate *umami*.
- エ He called the experiment *umami*.

〔問３〕 <sup>(3)</sup>Graph についての説明として、最も適切なものは次のうちではどれか。

- ア As time passes, the amount of inosinate decreases and the fish becomes softer for about 32 hours.
- イ As time passes, the amount of inosinate increases for about 16 hours and the fish becomes softer for about 32 hours.
- ウ As time passes, the amount of inosinate decreases for about 16 hours, and the fish becomes firm for about 32 hours.
- エ As time passes, the amount of inosinate increases for about 16 hours, and the fish becomes firm for about 32 hours.

〔問４〕 <sup>(4)</sup>sashimi in those hours とあるが、この時の *sashimi* の説明として、最も適切なものは次のうちではどれか。

- ア It is too soft and doesn't have a lot of inosinate.
- イ It is never sold at most supermarkets in Japan.
- ウ It is so firm that it isn't delicious for many people.
- エ It has a lot of inosinate and is still firm.



〔問5〕 <sup>(5)</sup>umami becomes the strongest とあるが、その説明として最も適切なものは次のうちではどれか。ただし、昆布には10gあたり230mgのグルタミン酸、鰹節には10gあたり50mgのイノシン酸が含まれているものとする。なお、ここでは昆布に含まれているイノシン酸、鰹節に含まれているグルタミン酸は考慮しない。

- ア You need about 46g of dried bonito flakes when you use 10g of *kombu*.
- イ You need about 46g of *kombu* when you use 10g of dried bonito flakes.
- ウ You need about 10g of dried bonito flakes when you use 10g of *kombu*.
- エ You need from about 70g to 80g of dried bonito flakes when you use 10g of *kombu*.

〔問6〕 本文の内容と合っているものとして、最も適切なものは次のうちではどれか。

- ア Only four senses were known before the 20th century and a new sense was found in the 20th century.
- イ Inosinate was found by a Japanese researcher in 1908 and we can find it in dried bonito flakes.
- ウ Texture is more important than taste when people feel *sashimi* is delicious.
- エ Using *umami* ingredients can help people reduce the amount of salt they eat, so it can be good for their health.

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。)

*Takashi and Rikako are first-year high school students. Elizabeth, a student from Australia, is also in their class. The three are very good friends.*

Their class decided to do an English \*play for the school festival. Most students wanted to win first place in it. Takashi was good at writing, and he wanted to write the \*scenario of the play. Many classmates asked Takashi to write it, so <sup>(1)</sup> he agreed to do so. He also worked as the \*director. Rikako took the part of the mother and Elizabeth took the part of the daughter in the play.

The play practice began. Takashi is a person who prepares everything carefully. (2-a), he wrote every action for every character exactly in his scenario. (2-b), everyone could act easily. At first, practice went \*smoothly. One student said, “We have a very good writer! Let’s go for first place in the festival!”

(2-c), sometimes other students said different words or did something Takashi didn’t ask them to do. Each time, Takashi stopped the practice and told them to act according to his plan. Elizabeth worried about the situation.

During a scene in the kitchen, the mother and daughter were talking. Rikako didn’t say the words according to Takashi’s plan, and he stopped the practice. He said, “Rikako, you’re the mother, and Elizabeth is the daughter. You should say, ‘Think carefully.’ in this scene.” Rikako said, “I think ‘Take time and think about it again.’ is better in this scene.” However, he didn’t accept her idea. <sup>(3)</sup> Rikako just said the words which Takashi prepared. Rikako felt a little disappointed, but she wanted to continue the practice. Elizabeth said, “Takashi, I think you should listen to others’ opinions more. Rikako, you should explain your own opinion more.” However, they didn’t discuss that anymore, and stopped the practice that day.

After the practice, Elizabeth said to Takashi, “You are a good story writer, but sometimes other actors give you better ideas while we are acting. You should listen to those ideas, too.” Takashi said, “That’s not easy for me because I worked hard to prepare.” That night, Elizabeth said to Rikako on the phone, “I think that Takashi really trusts you. So, he can accept your opinion if he understands it more.” Rikako said, “OK, but I don’t think that I can explain it very clearly...”

The next day, Elizabeth said to Takashi and Rikako, “Why don’t we go to watch a soccer game of our favorite team this weekend? I think we need time to relax.” They agreed, and then they went to the stadium on Sunday. During the game, the coach and a player of the team were angry at each other. Rikako said, “I think the coach and the player have different opinions.” Takashi said, “They will lose this game because they can’t work together.” Elizabeth said, “But it’s the middle of the game. They will have chances to change the

situation.” At the end of the game, the player was trying hard to tell something to the coach. After a while, they saw that the coach said yes to the player. That player made a good play and the team \*scored. Their favorite team won the game. After the game ended, that player ran to the coach and \*shook hands with him. Both of them were smiling. Rikako said, “That was a great game.”

After they watched that game, Takashi remembered the practice of the play. He thought, “Everyone was trying their best. The play will be better if everyone can give their opinions about it.” The day after the game, they had a practice. Takashi said to Rikako, “I want to listen to your opinion about the scene in the kitchen more.” Rikako said, “Sure. If the mother says, ‘Think carefully,’ then the daughter will feel sad. But if she says, ‘You can take time and think about it again,’ then the daughter will relax more.” Takashi said, “OK, I understand. Let’s change this part of the scenario and do the scene again with Rikako’s words.” They played the scene again. A student said, “This scene was great! We could understand how they felt in that situation!” Everyone seemed happy.

Rikako said to Takashi, “I’m sorry that I didn’t try to say the words in your scenario first. Now, I’m very happy to play the part of the mother.” Elizabeth said, “This play will be better because we can say our honest opinions to each other now. Thanks, Takashi.”

After that, Takashi tried to listen to others. One classmate said, “Takashi prepared well. <sup>(4)</sup>He was also able to listen to others and accept their ideas about the scenario. So, everyone could enjoy practicing.” Takashi was also happy because he learned the joy of working together to make something better. During the festival, they were able to enjoy acting in the play very much. The audience enjoyed it a lot. Finally, they got second place. The class couldn’t win first place. However, everyone felt that they tried their best and improved their play by accepting each other’s opinions and working together.

〔注〕 play 演劇

director 演出家

score 得点する

scenario 台本

smoothly 順調に

shake hands with ～ ～と握手をする

〔問 1〕 he agreed to do so を、次のように書き表すとすれば、 の中  
<sup>(1)</sup>に入れるものとして、最も適切なものは下のうちではどれか。

Takashi agreed to .

- ア take the part of the daughter
- イ write the scenario of the play
- ウ ask a classmate to write the scenario of the play
- エ choose another student as a director of the play

〔問 2〕  (2-a) から  (2-c) の中には、それぞれ次の A～C のうちのいずれかの単語・語句が  
 入る。その組み合わせとして、最も適切なものは下のうちではどれか。

- A Thanks to this
- B For example
- C However

	<input type="text"/> (2-a)	<input type="text"/> (2-b)	<input type="text"/> (2-c)
ア	B	A	C
イ	B	C	A
ウ	C	A	B
エ	C	B	A

〔問 3〕 Rikako just said the words which Takashi prepared. とあるが、その理由として最も  
<sup>(3)</sup>適切なものは次のうちではどれか。

- ア Because she felt her idea was better than his scenario.
- イ Because she wanted to take the part of the daughter in the scene.
- ウ Because she had to act according to his scenario to continue the practice.
- エ Because she thought the words which he prepared were better for the scene.

〔問 4〕 He was also able to listen to others and accept their ideas about the scenario. を次  
<sup>(4)</sup>のように書き表すとすれば、下の  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。

He could  the scenario when he thought that different opinions of others  
 were good.

〔問 5〕 次の A～C の文は本文に登場する人物の説明である。説明と人物の組み合わせとして、適切なものは下のうちではどれか。

A	During the soccer game, this person said that the person's favorite soccer team would lose.
B	This person's opinion was not clear at first and this person got advice about it later.
C	This person told other students to watch a soccer game to relax.

	A	B	C
ア	Takashi	Elizabeth	Rikako
イ	Takashi	Rikako	Elizabeth
ウ	Elizabeth	Takashi	Rikako
エ	Elizabeth	Rikako	Takashi

〔問 6〕 本文の内容と合っているものとして、最も適切なものは次のうちではどれか。

- ア Takashi learned that he can always win first place with his classmates.
- イ Takashi learned that the coach and the player need to relax after the soccer game.
- ウ Takashi learned that preparing everything carefully is the only important thing.
- エ Takashi learned that he can work together with others to improve something.

〔問 7〕 あなたがこれまでで、誰かと協力した経験一つと、それについての説明及び、そこから学んだことについて **30 語以上 40 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、「 , 」 「 . 」などの符号は語数に含めない。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!"