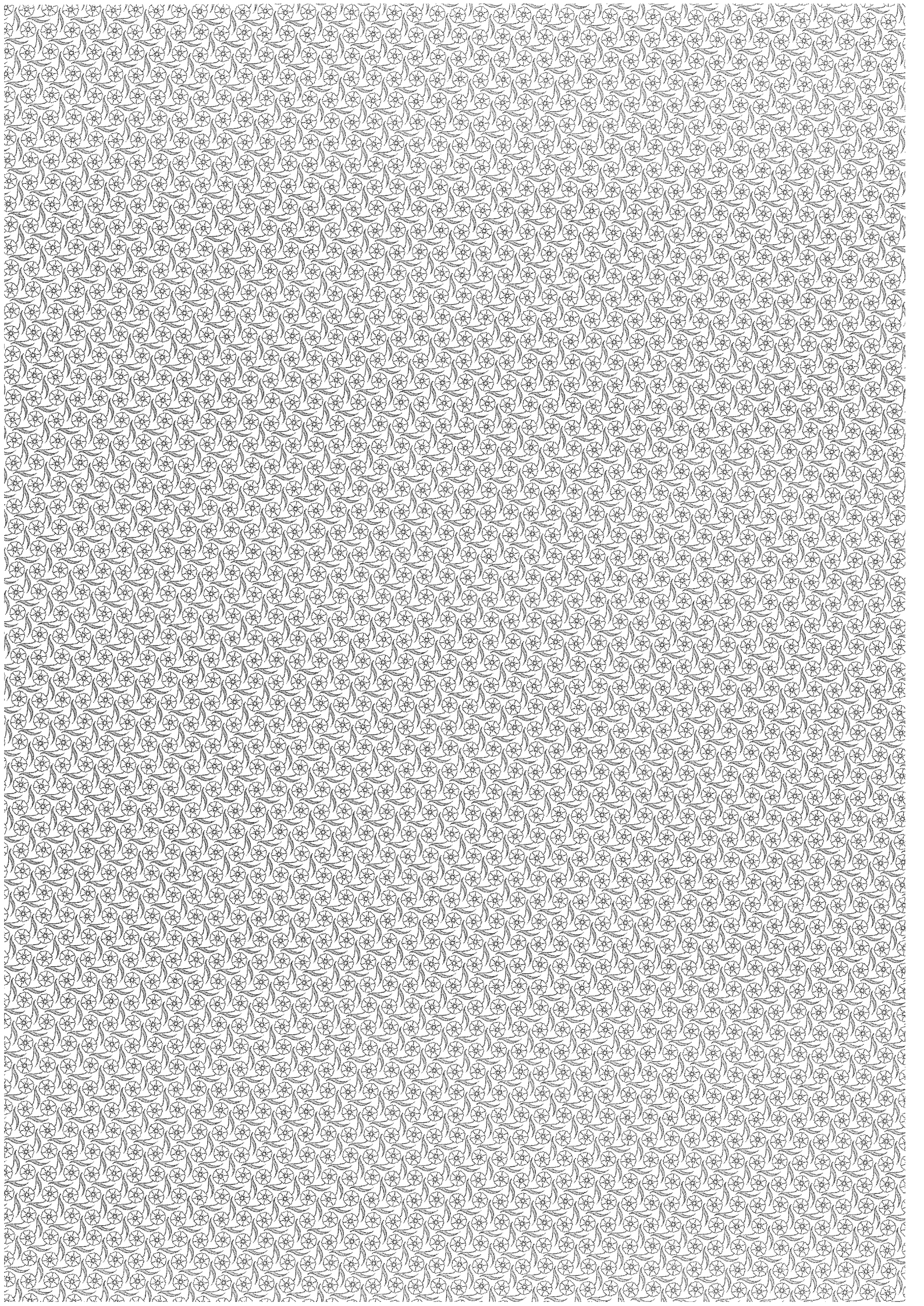


# 英 語

## 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。



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。)

*Haruka and Ryota are second-year high school students. They are talking with Jason, a high school student from London, in their classroom about a \*presentation they have to give in November. Just then, Mr. Tani, their English teacher, walks in and joins them.*

*Mr. Tani:* Hi, everyone. What are you talking about?

*Haruka:* We're talking about our school event this November.

*Ryota:* As you know, we have to give a short group presentation to other students.

*Mr. Tani:* Oh, that's right. All the first-year and second-year students have to make groups, choose \*topics and give presentations. Jason, have you ever done something like this?

*Jason:* No, but I did *show and tell* when I was in elementary school.

*Haruka:* What's *show and tell*?

*Jason:* In *show and tell*, the speaker shows something interesting or important to the class and talks about it. I \*brought in my treasure, a postcard that I got from my favorite singer as an answer to my fan letter.

*Ryota:* Sounds interesting. Did you enjoy *show and tell*?

*Jason:* No, not really. I was nervous in front of the class. But it was good to show my favorite thing to the class. This time, I will be able to learn something by sharing our ideas and information. So, I'm looking forward to the group presentation.

*Mr. Tani:* You may experience a new world, Jason. By the way, 1

*Haruka:* We haven't decided yet. Let's see .... Oh, how about \*subways? All of us use subways to come to school, right?

*Jason:* Good idea. We can talk about the Tokyo and London subways.

*Ryota:* I agree. Do you know anything about this topic, Jason?

*Jason:* Well, subways are more \*punctual in Tokyo than in London. They are also often more \*crowded, especially during the \*rush hour. And in London we say underground \*instead of subway.

*Ryota:* Do people call the subway the underground? That's new to me!

*Jason:* I'll check on the Internet for more information about the London underground and tell you later.

*Haruka:* OK! I'll study more about the Tokyo subway on the Internet and in some books.

*Ryota:* I'll help you.

*Haruka:* In this way, we can see the differences between both subways more clearly.

*Mr. Tani:* I can't wait to see your presentation.

*A few days later, they get together again to talk about the way to give their presentation.*

*Haruka:* We did a lot of \*research and got enough information about subways, right? Today, let's talk about the way to give our presentation.

*Jason:* Good gestures can impress \*audiences. I don't think Japanese use gestures as well as people in England.

*Haruka:* <sup>(2)</sup>You are right. When I took part in a speech contest last year, many of the good speakers used their hands very well. I also remember their voices were loud and clear. Do you have any other ideas for the presentation, Ryota?

*Ryota:* In last year's presentation, I kept looking at my \*notes. It was better for me to look at the audience more. So, I think \*eye contact is important, too. Right?

*Haruka:* Yes, it's important. By the way, why don't we \*involve the audience by asking questions? <sup>(3)</sup>We 【 want / to / interested / be / audience / in / the 】 the presentation.

*Jason:* That's a good idea. In addition to that, don't forget to have fun.

*Ryota:* Yes! That's the most important thing!

*Haruka:* We found several things to remember about the presentation, didn't we? Three heads are better than one.

*Jason:* Let's \*keep these things in mind and practice hard for the big day.

*The big day finally came and they did their best. After the presentation, they are talking together.*

*Jason:* We \*made it! The audience \*gave us a big hand. Our efforts paid off. We did a great job!

*Haruka:* Our efforts paid off? You mean our presentation went well because we practiced hard?

*Jason:* That's right.

*Haruka:* We spent a lot of time on the presentation, so I was glad that it was \*successful.

*Ryota:* I relaxed during the presentation and I also made a lot of eye contact. So, I think I did better than last year!

*Mr. Tani:* Good job, everyone. I saw big smiles on your faces after the presentation. <sup>(4)</sup>Your efforts really paid off! I \*am proud of you all.

〔注〕 presentation 発表

topic 話題

bring in ~ ~を持ち込む

subway 地下鉄

punctual 時間を守る

crowded 混雑した

rush hour ラッシュアワー

research 調査

note メモ

involve 巻き込む

make it 成功する

successful うまくいく

instead of ～ ～の代わりに

audience 聴衆

eye contact (話し相手と) 視線を合わすこと

keep ～ in mind ～を覚えておく

give ～ a big hand ～に大きな拍手を送る

be proud of ～ ～を誇りに思う

〔問 1〕 本文の流れに合うように、1 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 what kind of ideas and information did you share?

イ what is your group's topic?

ウ what is the new world for you?

エ have you decided where to go?

〔問 2〕 <sup>(2)</sup> You are right. とあるが、このように Haruka 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 Haruka thinks gestures are necessary for a good presentation.

イ Haruka thinks that Japanese people are good at gestures in presentations.

ウ In Haruka's opinion, taking part in a speech contest without notes is difficult.

エ Haruka believes that a speaker's voice is also important for a good presentation.

〔問 3〕 <sup>(3)</sup> We 【 want / to / interested / be / audience / in / the 】 the presentation. 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 the      5 番目 in

イ 2 番目 to      5 番目 in

ウ 2 番目 the      5 番目 be

エ 2 番目 to      5 番目 interested

〔問 4〕 <sup>(4)</sup> Your efforts really paid off! とあるが、この内容を最もよく表しているのは、次のうちではどれか。

ア Haruka, Ryota, and Jason's efforts were not so good.

イ Mr. Tani was happy to know that his students made only a little effort in the presentation.

ウ Haruka, Ryota, and Jason had to give some money for the presentation.

エ Haruka, Ryota, and Jason worked hard on the presentation, and it was successful.

〔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連続する 2 語を本文中から抜き出せ。

(Question) Ryota thinks something is the most important in giving a presentation.  
What is it?

(Answer) He thinks to  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 All of the students in Haruka's high school have to give a short group presentation in November.

イ Jason has given many group presentations since he graduated from elementary school.

ウ In London, the subway has another name, and this is the only difference between the Tokyo and London subways.

エ Mr. Tani wasn't looking forward to Haruka, Ryota, and Jason's group presentation at all.

オ Haruka's team came up with several important ideas for the presentation as a team.

カ Last year, Ryota took part in a speech contest, and he made a lot of eye contact.

3

次の文章を読んで、あとの各問に答えよ。なお、[1]～[5]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] Did any \*mosquitoes ever \*bite you in summer? Or did you ever want to \*scratch your \*skin in winter? If so, maybe you know what itching is, right? Itching is a \*sensation that is carried by the \*nerves. \*In a way, itching is a kind of \*pain. Itching and pain aren't happy experiences. We can feel itching and pain on the skin because of the nerves under our skin. <sup>(1)</sup>However, information for them is carried to the head in different ways. Itching usually takes more time to happen than pain. After we feel itching, the itching sensation doesn't quickly go away, and we often scratch the \*affected area to feel better. Pain often happens more quickly than itching. When we feel pain in a part of the body, a change happens in another part soon after the pain is felt. For example, if one of your fingers touches something hot and you feel pain, you will \*withdraw your arm quickly. This is to protect our body from more dangerous events. <sup>(2)</sup>So, you can say itching is like a local train and pain is like a fast train. Scientists have studied about pain for a long time, and they know a lot about it. But they are just beginning to understand about itching, so there are still a lot of things to learn about it.
- [2] In our daily lives, insects, clothes, and changes in \*temperature or \*humidity are often reasons for itching. How does this kind of itching happen? Scientists haven't found the answer, but they think a \*substance called histamine is the main reason. For example, after a mosquito bites, something in its mouth goes into the human body. After that, the body \*releases histamine against the thing from the mosquito. Because of the histamine, our itching nerves begin to work, and then the nerves carry itching \*signals to the head. 



 Histamine works in a similar way when our skin receives a strange \*stimulus from clothes or changes in temperature or humidity. This is the idea scientists have about itching and histamine.
- [3] Do you think scratching helps a lot? Scratching stops itching for only a short time. But don't forget about histamine. Itching sometimes increases because the body releases more histamine after the scratching. <sup>(4)</sup>Do 【 happen / what / going / to / know / is / you 】 after that? We will scratch more. After a little time, we will find that stopping this \*cycle is difficult. And in the worst case, you may injure your skin. So, it's not good to scratch.
- [4] As we know, most of us experience itching in our lives. What can we do to stop itching? There are some things we can do at home. For example, for itching because of mosquitoes, one of the easiest ways to stop it may be to put a cool, wet \*cloth on the affected area. We can also use a cool, wet green tea bag or a piece of ice. You may forget about your itching even for a while by thinking about something else. For example, try doing a quiz? — “Seven new students have just come into Room A. It's

10:20 now and there are fourteen students in the room. Five students left the room an hour ago. Two of them came back ten minutes ago. Only these students have entered or left the room between 9:20 and 10:20. <sup>(5)</sup> How many students were there in Room A at 10:00? \*Ointment is sometimes helpful against itching, but when we use ointment, it is better to ask professional people. If itching continues for a long time or it becomes worse from scratching, you should see a doctor.

- [5] Now, we know the differences between itching and pain. We have learned how histamine works in the body. We also know we shouldn't scratch. In most cases, if we use ointment, our problem may go away. But you may ask, "Are there any quick ways to stop itching?" The answer is no. As we have seen, we still have a lot of things to learn about itching.

〔注〕 mosquito <sup>か</sup> 蚊	bite 刺す
scratch (かゆいので) かく	skin 皮膚
sensation (触覚による) 感覚	nerve 神経
in a way ある意味では	pain 痛み
affected area 患部	withdraw 引っ込める
temperature 気温	humidity 湿度
substance 物質	release 放出する
signal 信号	stimulus 刺激
cycle サイクル	cloth 布
ointment 塗り薬	

- 〔問 1〕 <sup>(1)</sup> However, information for them is carried to the head in different ways. の内容を、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 [1] の段落中から抜き出せ。

However, carrying information for itching to the head is one way, and carrying information for  to the head is another way.

- 〔問 2〕 <sup>(2)</sup> So, you can say itching is like a local train and pain is like a fast train. 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。

So, you can say itching usually happens  pain.

- ア a little more quickly than
- イ just as quickly as
- ウ much more slowly than
- エ almost as slowly as



〔問3〕 本文の流れに合うように、3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 Finally, histamine relaxes us.
- イ In this way, we feel itching after a mosquito bites us.
- ウ After that, something in a mosquito's mouth changes into histamine.
- エ However, itching continues for a long time.

〔問4〕 Do 【 happen / what / going / to / know / is / you 】 after that? <sup>(4)</sup>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 know    5番目 going    イ 2番目 happen    5番目 going
- ウ 2番目 know    5番目 to        エ 2番目 happen    5番目 what

〔問5〕 How many students were there in Room A at 10:00? <sup>(5)</sup>の答えとして、最も適切なものは、次のうちではどれか。

- ア Two.
- イ Five.
- ウ Seven.
- エ Ten.

〔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 When we feel pain in a part of our body, nothing happens in any other part of our body to protect our body.
- イ Scientists think that a substance called histamine in a mosquito's mouth is the main reason for itching.
- ウ Scratching the affected area is a good way to stop itching because it doesn't injure the skin at all.
- エ When we use ointment for itching, getting professional advice is a good idea.

次の文章を読んで、あとの各問に答えよ。なお、[1]～[5]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] A lot of students were playing in the school ground after lunch. They looked excited. Some students were \*skipping rope. Other students were enjoying playing baseball. They ran very fast and often laughed \*loud while they played. This was daily school life and everyone had a good time at school. Kenta, seven, was a student at this school. He liked to play baseball very much. Every day he played baseball with his classmates and he had no idea of life without baseball. His classmate, Daisuke, liked baseball, too. Daisuke was good at throwing and catching the ball. Daisuke and Kenta were good friends and they always had their own favorite team bags.
- [2] One day, Daisuke's father said to the family, "We will have to move to another town very soon because of my job. I know this is not good news. We will start a new life." Daisuke was very sad <sup>(1)</sup> 【 ① to his classmates / ② need / ③ say good-bye / ④ because / ⑤ he would / ⑥ to 】. And he thought he would not be able to play baseball at the new school without Kenta. Daisuke couldn't find a good way to say good-bye. He knew that his friends would be surprised. He didn't want to leave the school. He couldn't think of his life without his friends.
- [3] The day to say good-bye came. In the classroom, Daisuke said his final words to his classmates. They listened to him carefully. Kenta listened, too, and he began to cry. Then, Daisuke said to him, "Don't cry, Kenta. You know, we can meet and \*play catch again." Kenta said, "I am sad. (2-a) Why don't we go together to my house? Maybe, we can play catch before you leave." Daisuke said, "Yes! That's a good idea." After school, Daisuke went to Kenta's house. When the two boys were playing catch, Kenta's mother came outside. "Kenta, Daisuke is your best friend," she said. "Why don't you both bring something \*memorable, put it in a box, and \*bury the box in the garden?" Kenta said, " (2-b) When we meet again some years later, we can \*dig up the box and open it." Daisuke agreed. Kenta's mother added, "<sup>(3)</sup> Daisuke and Kenta's memorable treasures may make the friendship stronger." After a little time, Daisuke and Kenta decided to write letters to each other, and to bring some little treasures. A few days later, they put their letters and treasures in a box and buried it in the corner of the garden. They \*promised to open the box when they met next time.
- [4] Eight years later, Daisuke became a high school student, and he joined the school baseball club. He wanted to enjoy his high school life. When he went to the first baseball club meeting, <sup>(4)</sup> he was very surprised. \*At once, Daisuke \*recognized his old friend Kenta. "Kenta! Is that you?" "Daisuke! What are you doing here? Amazing!" Of course they were very happy to see each other again. After the meeting, they started talking about their lives. Daisuke said, "I made a lot of new friends and enjoyed

playing baseball with them. I still live in the town and come to school by bus and train.” Kenta said, “I practiced baseball very hard and played many games after you moved. (2-c) ” \*From that day on, Daisuke and Kenta often practiced baseball together. One day after practice, Kenta said to Daisuke, “Daisuke, do you remember the box we buried? We wrote letters, right? We promised to open the box when we met next!” Daisuke answered, “Yes! In addition to letters, we put some 5 in the box.” Kenta said, “Why don’t you come to my house next Sunday at noon?” Daisuke said, “ (2-d) ”

- [5] Both Daisuke and Kenta began to \*dig. After a little time, they found the box. When they opened it, they found their old \*mementoes. They started to read their old letters. In the letters, they were sad to say good-bye. And they also wrote that they would meet again and play baseball together some time in the future. After reading the letters, they both felt happy.

〔注〕 skip rope 縄跳びをする	loud 大声で
play catch キャッチボールをする	memorable 思い出になる
bury 埋める	dig up ～ ～を掘りだす
promise to ～ ～することを約束する	at once すぐに
recognize 認識する	from ～ on ～から先
dig 掘る	memento 思い出となるもの

- 〔問 1〕 【 ① to his classmates / ② need / ③ say good-bye / ④ because / ⑤ he would / ⑥ to 】 <sup>(1)</sup>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、**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 ③ say good-bye	5 番目 ⑤ he would
イ 3 番目 ③ say good-bye	5 番目 ② need
ウ 3 番目 ② need	5 番目 ⑥ to
エ 3 番目 ② need	5 番目 ③ say good-bye

〔問 2〕  から  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) I can play better now.  
(B) I will not forget you.  
(C) Let's meet then!  
(D) That's a good idea!

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

〔問 3〕 Daisuke and Kenta's memorable treasures may make the friendship stronger.  
を、<sup>(3)</sup> 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。

Daisuke and Kenta's friendship may become stronger because of .

- ア the mementoes which will be buried in the garden  
イ the letters which will be written to their baseball coach  
ウ the box which will be opened by them today  
エ the memories they will make with their new friends in the future

〔問 4〕 he was very surprised 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。<sup>(4)</sup>

- ア Daisuke learned that there was a club meeting so soon.  
イ Daisuke found that Kenta didn't remember the box at all.  
ウ Daisuke had a club meeting in addition to baseball practice.  
エ Daisuke saw his old friend Kenta at the first club meeting.

〔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 [3] 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** Daisuke and Kenta found they went to the same high school, and they were happy.
- B** Daisuke said good-bye to his classmates, and Kenta cried after he heard it.
- C** Daisuke and Kenta talked about their lives after they met at high school.
- D** Daisuke and Kenta went to Kenta's house and they decided to write letters.
- E** Daisuke's father said that his family had to move to another place because of his job.
- F** Daisuke and Kenta found the box and opened it, and then they read the letters in it.

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

〔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)

Hello, Kenta,

Thank you for inviting me to your house. I was very happy to dig up the box with you and to find our letters and treasures. One of the treasures was interesting to me.

1

By the way, are you free this weekend?

2

Your friend,

Daisuke

(B)

Hello, Daisuke,

I also enjoyed digging up the box. I was excited because our treasures were still there. I'll answer your question. I like the picture. My father took it when we visited ABC Baseball Stadium in Tokyo. It was my father's first chance to use his new camera. Oh, are you going to buy new shoes? Why don't we go to Ueno together? I bought shoes there before.

Your friend,

Kenta

(A)は、Daisuke から Kenta に送った E メールであり、(B)は、Kenta 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 20 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!"



