

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 **3** までで、**2** ページから **12** ページまであります。

- 2 次の対話の文章は、放課後、高校の英語部で、アメリカ出身のスミス先生、イギリス出身のジョーンズ先生と生徒たちが話をしている場面である。この文章を読んで、あとの各問に答えなさい。
(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Ms. Smith: Hi, Emi. How was your trip to New York?
Emi: Everything was so exciting and wonderful. I visited many places. Some buildings were new, and others were old. ⁽¹⁾ 【 museum / visited / in / the / built / art / I / was 】1870. There I bought something for each of you. ⁽²⁾ It's a ruler. I hope you will like it.
Masato: Thank you. I like this design. It has a black side and a white side. The black side shows *centimeters, but what does the white side show?
Emi: *Inches. People use inches in the U.S. This ruler shows one inch is about 2.5 cm, and it also shows 12 inches make one *foot, about 30 cm.
Keiko: What?
Ms. Smith:
Masato:
Keiko:
Ms. Smith: You may think so because you use the *metric system. In the metric system, there are 100 cm in 1 m and 10 mm in 1 cm. We use a different *measurement system in the U.S.
Emi: And you use a different *unit for *weight there, right?
Ms. Smith: That's right. We use "pounds" for weight. One pound is about 450 g.
Keiko: That's too difficult. ⁽⁴⁾ Why do people use different measurement systems in different countries?
Ms. Smith: That's a good question, Keiko. Well, measurement systems have a long history. Some people say they are as old as language. Long ago, people started to live in big groups and share things among the group members. Then they needed to know the *length or the weight of things. So they made measurement systems.
Masato: And they made their own measurement systems in each group, didn't they?
Ms. Smith: You're right. So there were many measurement systems in the world. But now, most countries use the metric system, meters and *kilograms, and only a few countries use inches and pounds.

Mr. Jones comes into the room.

Mr. Jones: Hi, I'm sorry I'm late. What are you talking about?
Keiko: We are talking about inches and pounds.
Mr. Jones: Inches and pounds? What do you mean?
Emi: Mr. Jones, this is something for you from New York. It's a ruler which shows inches and centimeters.
Mr. Jones: Oh, thank you, Emi. This looks very useful.
Masato: Do you use inches and pounds in the U.K., Mr. Jones?
Mr. Jones: Well, in 1995, the government decided to use the metric system, but people still use inches and pounds. For example, at supermarkets, they often sell meat or vegetables both by the *gram and by the pound.

Keiko: That sounds like trouble. Why do you using inches and pounds?

Mr. Jones: Because they are part of our life. People can't change suddenly.

Ms. Smith: I agree. Imagine that you using the metric system and start to use inches and pounds in Japan.

Emi: Oh, no! We will have to keep *calculating all the time.

Mr. Jones: That's right. But I heard that Japan used different units until the middle of the 20th century, right?

Masato: Yes. Japanese people used “*sun*” and “*shaku*” for length. And “*kan*” and “*momme*” for weight.

Ms. Smith: But you don't use those units now. When did you using the metric system?

Masato: I have no idea. I've never thought about it. Let's check it on the Internet.

Keiko: Let's see.... It says the Japanese government decided to use the metric system in 1885, but people kept using their old measurement system.

Emi: And what happened after that?

Keiko: Since 1959, the metric system has been the only *official measurement system in Japan.

Emi: So, to change the measurement system took more than seventy years in Japan.

Masato: Why did they have to change the old measurement system? What was wrong with “*shaku*” and “*kan*”?

Ms. Smith: Because the metric system was becoming an international measurement system. It was necessary in science, technology, and business. In fact, many countries now use the metric system.

Masato: I see. When and where was the metric system made?

Mr. Jones: It was made in France in the 18th century. At that time, there were more than 400 *measurement units all over France. Then two French men made a new unit which everyone could use from the size of the earth. It is the meter. It was a very new and useful idea among scientists at that time.

Emi: But it is not used in the U.S. Why?

Ms. Smith: Actually, it is used in business, science, and sports. The government decided to use the metric system in 1975. But we still use inches and pounds because we have used them for so many years. They are part of our culture.

Emi: My grandmother uses a special ruler when she makes a *kimono*. It shows “*sun*” and “*shaku*”. She always says that you need it to make a *kimono* because *kimonos* are Japanese tradition. Now I understand units are not just about numbers. They are part of our culture or tradition.

Keiko: At first, I thought people around the world should use the metric system.

Masato: I agree. In Japan, we still use “*jo*” for room size and “*go*” for rice. We can't change those units, though the metric system is useful.

Keiko: This ruler teaches us a lot.
(8)

Ms. Smith: Thank you for this wonderful ruler, Emi. Well, I have an idea. Why don't we have a *pound cake party next week? A pound cake is usually made from one pound each of flour, sugar, and *butter. The name pound comes from the of the things you use to make it. It's a delicious traditional cake and easy to make.

Keiko: We have to thank inches and pounds for that cake.

Emi: That's right. A “pound cake” sounds more delicious than a “450 g cake”!

〔注〕	centimeter	センチメートル (長さの単位)	inch	インチ (長さの単位)
	foot	フィート (長さの単位)	metric system	メートル法
	measurement system	計測法	unit	単位
	weight	重さ	length	長さ
	kilogram	キログラム (重さの単位)	gram	グラム (重さの単位)
	calculate	計算する	official	公式の
	measurement unit	計測単位	pound cake	パウンドケーキ
	butter	バター		

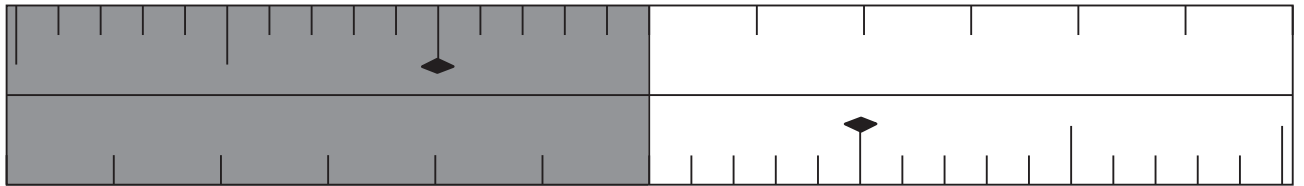
〔問1〕 【museum / visited / in / the / built / art / I / was】1870. とあるが、対話の流れに合うように、【 】
 (1) 内の単語を正しく並べかえなさい。ただし、文頭は大文字で書き始めること。

〔問2〕 It's a ruler. とあるが、本文の内容に合う定規のデザインを正しく示したものを選ぶとすれば、次のア～オのうちではどれか答えなさい。ただし、単位表記は省略してある。

■ : black

□ : white

ア



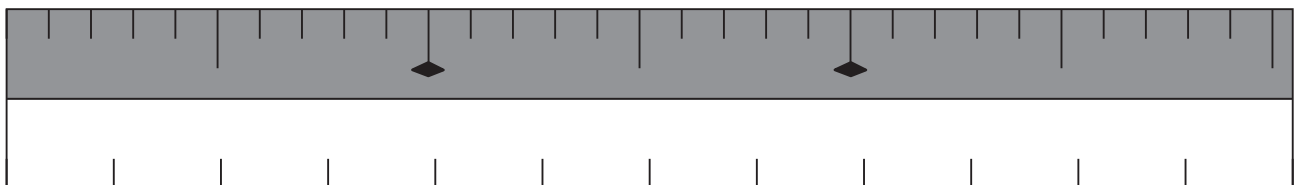
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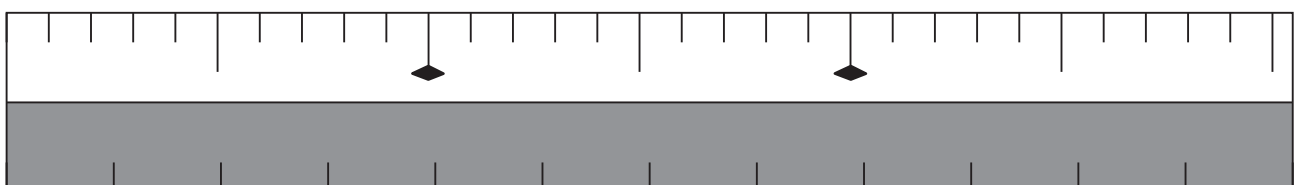
ウ



エ



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〔問3〕 ～ の中には、それぞれ次の①～④のうちのいずれかの文が入る。それぞれに入る文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答えなさい。

- ① Yes, not 10.
- ② I didn't know that.
- ③ Do 12 inches make one foot?
- ④ I think 10 is easier.

ア	(3-a) ③	(3-b) ①	(3-c) ②	(3-d) ④
イ	(3-a) ③	(3-b) ④	(3-c) ①	(3-d) ②
ウ	(3-a) ④	(3-b) ③	(3-c) ①	(3-d) ②
エ	(3-a) ④	(3-b) ①	(3-c) ②	(3-d) ③

〔問4〕 Why do people use different measurement systems in different countries? とあるが、このときの(4) Keiko の気持ちとして最も適切なものは、次のうちではどれか答えなさい。

- ア It is difficult to use the same measurement system in different countries.
- イ Everyone should use the same measurement system in the same country.
- ウ It is easier to use the same measurement system all over the world.
- エ The same unit sometimes has different meanings in different countries.

〔問5〕 対話の流れに合うように、 ～ にそれぞれ入る単語の組み合わせとして最も適切なものを選ぶとすれば、次のア～カのうちではどれか答えなさい。

ア	(5-a) start	(5-b) keep	(5-c) stop
イ	(5-a) start	(5-b) stop	(5-c) keep
ウ	(5-a) stop	(5-b) start	(5-c) keep
エ	(5-a) stop	(5-b) keep	(5-c) start
オ	(5-a) keep	(5-b) start	(5-c) stop
カ	(5-a) keep	(5-b) stop	(5-c) start

〔問6〕 ～ にそれぞれ入る文の組み合わせとして最も適切なものを選ぶとすれば、下のア～カのうちではどれか答えなさい。ただし、使用しない文が一つある。

- ① That's a good question.
- ② That sounds good.
- ③ That reminds me.
- ④ That's too much.

ア	(6-a) ①	(6-b) ③	(6-c) ②
イ	(6-a) ①	(6-b) ④	(6-c) ③
ウ	(6-a) ②	(6-b) ③	(6-c) ④
エ	(6-a) ②	(6-b) ④	(6-c) ①
オ	(6-a) ③	(6-b) ①	(6-c) ②
カ	(6-a) ③	(6-b) ②	(6-c) ④

〔問7〕 に入る最も適切な文は、次のうちではどれか答えなさい。

- ア Now I think it is part of our culture.
- イ Now I think we should respect every unit.
- ウ Now I think it has its own history.
- エ Now I think everyone should use “*sun*” and “*shaku*”.

〔問8〕 This ruler teaches us a lot. とあるが、その内容に⁽⁸⁾合わないものを選ぶとすれば、次のうちではどれか答えなさい。

- ア We've learned measurement systems are part of culture and have a long history.
- イ We've learned how many centimeters there are in one foot.
- ウ We've learned there were a lot of measurement systems in the world.
- エ We've learned new measurement systems are always better than old ones.

〔問9〕 対話の流れに合うように、 に入る最も適切な1語を書きなさい。ただし、本文中に使われている語をそのまま用いること。

〔問 10〕 本文の内容に一致するものはどれか。次のア～オから一つ選びなさい。

- ア Some people say the metric system is as old as language.
- イ The U.S. government decided to use the metric system later than the U.K. government.
- ウ We still use “*shaku*” and “*kan*” as the official measurement systems in Japan.
- エ The metric system was made from the size of the earth.
- オ Emi’s grandmother never uses “*sun*” in her life.

3 次の文章を読んで後の各問に答えなさい。

(* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

Rika is a second year student at high school. She is making a speech in an English class in January.

I am going to talk about my good experiences with my club. I am in the school *orchestra. I started playing the trumpet when I entered high school. When I was a first year student, I just enjoyed playing music. However, after our concert last March, I thought, “I want to play the trumpet better.” So, I started to practice harder than before, but it was difficult to improve my performance. ⁽¹⁾ I needed something new.

One day in May, I asked our music teacher Ms. Suzuki, “What should I do to play better?” She answered, “I know you practice hard every day, but to be a better musician, you need more *strength. As you know, I play the flute in the city orchestra. In our concerts, we play for hours, so I run almost every day to *build up my strength. Why don’t you run for your music, Rika?”

Two weeks later, after the club activity, Ms. Suzuki said, “I am going to run in a 10 km *road race with some city orchestra members next Sunday.” I asked Ms. Suzuki, “Why will you take part in the race?” Then she said, “Seeing is believing. Will you come and see it?” “Sure,” I said. The next Sunday, I went to see the road race. I was surprised to see a lot of *runners and people who were cheering for them there. I looked for Ms. Suzuki. Soon I found her. She and her friends were all wearing the same T-shirts. Then they started. They were encouraging each other and enjoying running. Running made them happy and gave them good teamwork.

After the race, I met Ms. Suzuki near the finish line. I said to her, “I’m impressed.” She said to me, “Thank you, Rika. Usually I run alone, but sometimes I run with my friends. It is fun.” Ms. Suzuki smiled. I thought, “ (2-a) ”

The next day, I said to some of my club members who play the trumpet, “I am going to run to build up my strength. Why don’t you run with me?” Mai said, “That sounds good. I want to run, too.” Yuta said, “I don’t like running.” Ken said, “I have wanted to do something new. Come on, Yuta. Join us!” I said, “Running together will make us a good team.” Yuta said, “Well... OK.” That day after the club activity, I said to Ms. Suzuki, “I am going to run with Mai, Ken, and Yuta.” She said, “⁽³⁾ That’s amazing. Now you can run and play the trumpet as a team. The new experience will give you something important.” Then Mai, Ken, Yuta, and I ran together every day after our club activity. We felt we were getting stronger than before. We talked about many things while we were running. And we became closer to each other. (2-b)

In September, Ms. Suzuki said to Mai, Ken, Yuta and me, “In December, there is a 10 km road race in this town. I’m going to take part in it. It is a long *distance, but why don’t you join me?” We looked at each other and said, “Let’s join the race!” Then I said, “We are going to have a concert in March. So it will be a good chance to set a *goal to build up our strength.” After we decided to take part in the 10 km road race, we practiced running harder than before. ⁽⁴⁾ We 【 a / was / hard / long / found / run / such / to / distance / it 】. However, running every day made us strong.

The day of the road race came. Just before starting, I was a little nervous. Yuta looked nervous, too. Then Ken said to us, “Rika, Mai, Yuta, we have practiced a lot. All we have to do is to do our best. Let’s enjoy the road race.” Ms. Suzuki was also waiting to start. All of our orchestra members came to cheer for us. (2-c)

When we started, everybody looked full of energy. Usually Yuta ran a little faster than I. So I thought he

would finish earlier. However, he started to *slow down in the middle of the race. After I ran 7 km, I *caught up with him. He looked tired. I asked him, “Are you OK, Yuta?” He answered, “I’m OK. I’ll never (5) up.” Then we started to run *side by side. After a while, we heard the voices of Mai, Ken, and Ms. Suzuki. They were cheering for us near the finish line after they finished. They shouted, “Come on, Rika, Yuta. You can do it. Keep running to the end.” Mai shouted, “Rika, Yuta, you are not alone. We are a (6-a).” At last we finished. We felt tired but *satisfied. Ms. Suzuki said to us, “Now you know it is fun to run with your friends. You are a good (6-b).”

This experience changed us a lot. We’ve built up our strength. We’ve become better at the trumpet. And we learned the importance of setting and (7) the same goal. After the road race, the other club members started running. Now running is part of our club activity. I believe we can give a wonderful performance at the concert in March.

〔注〕 orchestra オーケストラ
build up 向上させる
runner ランナー
goal 目標
catch up with ～ ～に追いつく
satisfied 満足した

strength 体力
road race ロードレース大会
distance 距離
slow down 速度が落ちる
side by side 並んで

〔問1〕 I needed something new. とあるが、その内容を最も適切に表すものを選ぶとすれば、次のうちではどれか答えなさい。

- ア It was not necessary to practice the trumpet hard.
- イ It was necessary to get a new trumpet.
- ウ It was enough to enjoy playing the trumpet.
- エ It was not enough to practice the trumpet.

〔問2〕 (2-a) ~ (2-c) にそれぞれ入る文の組み合わせとして最も適切なものを選ぶとすれば、下のア~カのうちではどれか答えなさい。ただし、使用しない文が一つある。

- ① Our performance was getting better little by little.
- ② I want to run with my club members like her.
- ③ I was happy to meet her.
- ④ Their voices gave us energy.

- | | | | |
|---|---------|---------|---------|
| ア | (2-a) ① | (2-b) ③ | (2-c) ④ |
| イ | (2-a) ② | (2-b) ① | (2-c) ④ |
| ウ | (2-a) ② | (2-b) ④ | (2-c) ③ |
| エ | (2-a) ③ | (2-b) ① | (2-c) ② |
| オ | (2-a) ③ | (2-b) ④ | (2-c) ① |
| カ | (2-a) ④ | (2-b) ① | (2-c) ② |

〔問3〕 That's amazing. とあるが、次の質問に対する答えとして最も適切なものを選ぶとすれば、下のうちではどれか答えなさい。

Why did Ms. Suzuki say, "That's amazing"?

- ア Because Rika wanted to take part in a road race.
- イ Because Rika was going to run alone every day.
- ウ Because Rika and some trumpet players decided to run together.
- エ Because the four trumpet players said they liked running.

〔問 4〕 We ⁽⁴⁾【 a / was / hard / long / found / run / such / to / distance / it 】. とあるが、本文の流れに合うように、【 】内の単語を正しく並べかえなさい。

〔問 5〕 本文の内容に合うように、に入る英語を 1 語で書きなさい。

〔問 6〕 本文の内容に合うように、とに共通して入る適切な 1 語を書きなさい。ただし、本文中に使われている語をそのまま用いること。

〔問 7〕 本文の内容に合うように、に入る適切な語を選ぶとすれば、次のうちではどれか答えなさい。

- ア sharing
- イ running
- ウ trying
- エ saving

〔問 8〕 本文の内容に一致するものはどれか。次のア～オから一つ選びなさい。

- ア Ms. Suzuki always runs in road races alone.
- イ Before the road race, Rika practiced running for a year.
- ウ Most of the school orchestra members took part in the road race in December.
- エ Yuta finished the race before Ken and Mai did.
- オ Rika, Yuta, Mai, and Ken got better at playing music by running together.

〔問 9〕 人との絆^{きずな}を深めるために、あなたなら誰と何をしたいかを具体的に挙げ、全体で 30 語以上 40 語以内の英語で書きなさい。その際、それを選んだ理由も書きなさい。ただし、本文に書かれている内容以外のことを考え、解答しなさい。

次の〔例〕のように、「,」や「.」などは語数に含めない。

〔例〕 I'm a student. Are you

 a student, too?

(8 語)