

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、 から までで、2 ページから 12 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。)

Ayaka and Takashi are high school students. They are talking with Tom and Mary, exchange students from the US, in their classroom after school.

Ayaka: Last Saturday my parents and I had lunch at a restaurant in *Nihonbashi*. After that, when we were walking to the station, we found a kite museum and went inside.

Takashi: How was it?

Ayaka: It was great. I was surprised there were so many kites in the museum. The walls were covered with about three thousand kites. The man who opened the museum traveled around the world and gathered them.

Tom: Three thousand kites! Wow!

Mary: Was it full of visitors?

Ayaka: Yes, it was. I saw a lot of foreign people there. I heard that more than half of all the visitors are from abroad. They are interested in traditional Japanese kites. Especially *Edo-dako* kites are popular among foreign visitors.

Tom: *Edo-dako* kites? What do they look like?

Ayaka: They are kites with *samurai* pictures on them. I learned something interesting in the museum. We call a kite “*tako*,” but in the old days some people called it “*ika*.”

Takashi: Really? I didn’t know that.

Mary: Why do you call a kite “*tako*” or “*ika*” in Japanese?

Ayaka: Because a kite looks like an octopus or “*tako*.” It also looks like a squid or “*ika*.” Especially a kite’s *tails look like their long arms.

Mary: I see. In English the word “kite” is also the name of a brown bird that eats small animals. Maybe you call it “*tombi*” in Japanese. It catches the wind and stays in the air for a long time.

Takashi: So the kite’s Japanese name comes from sea life and its English name from a bird. There’s a small (1) but both come from living things. That’s interesting. By the way, when was the kite first made?

Tom: No one is sure about that. Some people say it was first made in China about 2,500 years ago. I think ancient people were excited when they were *flying kites high in the sky.

Ayaka: That’s right, just like people today. You know, in Asia people make kites that look like birds, fish and other animals. They are painted in beautiful ways. One of the most famous kites is the Chinese dragon kite. It is *a long train of kites connected to each other. It really looks like a dragon flying in the sky.

Mary: I heard there are kite fighting games in some parts of Asia. Players try to cut other kites down.

Ayaka: In Japan, too, some people enjoy kite fighting especially in spring. Before players

start each game, they put *powdered glass on a part of their *string near the kite. The rule is simple. When all the kites are in the air, each player tries to cut the strings of other kites with their own string.

Tom: Flying kites is popular in many countries of the Western world, too. In the United States, kite tournaments for boys and girls are held in many cities each spring. There were no such tournaments in my hometown when I was small, but my brother and I often went to an open space near our house to fly kites. We had a lot of fun.

Ayaka: Oh, really. but is there any other way to use them?

Mary: Yes. A long time ago kites were used as an antenna to send and receive messages by *radio. Some scientists used them for *experiments. I read that about 300 years ago scientists in Scotland flew a train of kites with *thermometers on them to find out how cold the air was in the sky. Also, as you may know, a famous scientist did an experiment about *lightning in the United States.

(3)

The experiment went well.

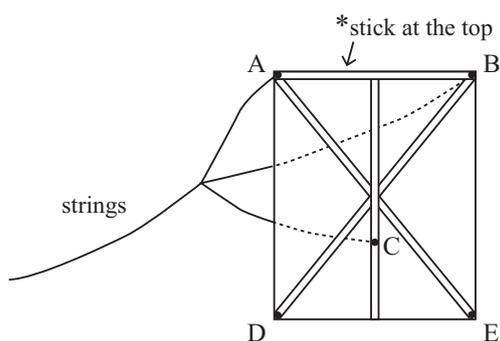
Ayaka: I see. Kites are useful, aren't they? By the way, how do you get a kite?

Tom: Of course you can buy one.

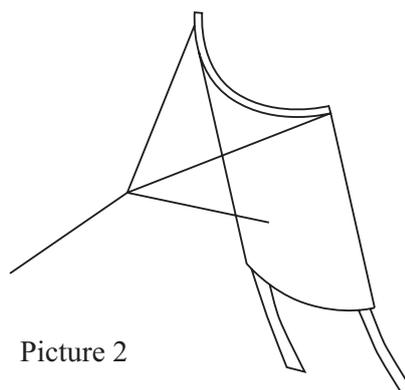
Mary: Isn't it difficult to make one?

Takashi: No, it isn't. But before you start making a kite, you should make a careful plan of the kite. I'll show you how.

Takashi draws Pictures 1 and 2 on the blackboard.



Picture 1



Picture 2

Takashi: Look at Picture 1. This is a picture of a Japanese kite. First, prepare four sticks for the *framework. One is 50 cm long, one is 70 cm long, and the other two are 85 cm long. Put these four sticks together like the picture. *Attach *washi* or Japanese paper to the framework. This is now the front of the kite. *Tie three strings to Points A, B and C. Put the three strings together and tie them to one long

main string. Finally attach two tails to Points D and E. Now, you have a kite like the one in Picture 2.

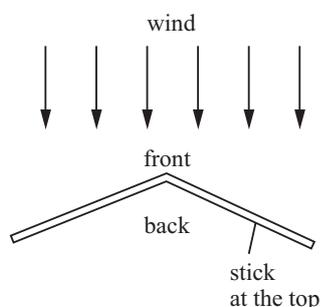
Mary: OK. That sounds easy, but is there anything we should be careful about?

Takashi: (5) You have to think about balance. For this, you should make the kite *symmetrical. ア Also, the three strings are important. イ You have to make small changes to decide how long the strings should be. ウ Plastic strings are popular among people who enjoy flying kites these days. エ Tails are another point. オ When a kite has the right tails, it can keep its balance in the air for a long time. The last point is the stick at the top. If you *curve it, the kite keeps its balance better and doesn't move from side to side.

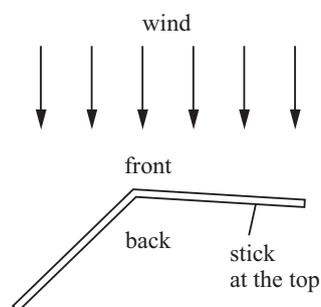
Ayaka: I see. But how does the stick work in the air?

Takashi: I'll explain it with these simple pictures.

Takashi draws Pictures 3 and 4 on the blackboard.



Picture 3



Picture 4

Takashi: These pictures show how the front of the kite is catching the wind. Imagine you are looking at it from above. The stick at the top is *bent in the middle. In Picture 3, the right half is catching as much wind as the left half. So the kite is keeping its balance. But the same kite in Picture 4 shows the right half is catching more wind than the left half. In this case, the right half is *pushed back until both of them catch the wind *equally. The bent stick is useful like this.

Mary: It is the same with a curved stick, isn't it?

Takashi: That's right. As the stick is bent or curved more, it is (6)-a for the kite to keep its balance, but it catches (6)-b wind and doesn't go up easily. So this kind of stick is (6)-c when the wind is strong. But when the wind is not strong, the stick should not be bent or curved so much.

Mary: That's interesting. There are many things to think about when you make a kite. Now I want to fly a kite myself.

Ayaka: Well, there is a large park near my house. Every weekend a lot of people come to fly kites. Why don't you come to the park this weekend? Let's fly kites together.

Takashi: That's a good idea. I'll make one myself at home.

Ayaka: I'll buy one at a store.

Tom: I will, too. Let's go and buy kites together.

Ayaka: Yes, let's. But there are a few ⁽⁷⁾ things we have to follow. Do not fly a kite near *electric wires. It's dangerous to try to get back your kite if it is caught on a wire. Never fly a kite in the rain, and do not use any *metal in making a kite. Remember that lightning easily hits metal and electricity travels along a wet kite string. If we keep these things in mind, flying kites is great fun.

Mary: OK. I'm looking forward to this weekend.

Tom: Yes, let's have fun.

〔注〕 tail 尾	fly (凧を)揚げる
a long train of ~ 長い一連の～	powdered 粉状の
string 糸	radio 無線
experiment 実験	thermometer 温度計
lightning 稲妻	stick 棒
framework 骨組み	attach 貼り付ける
tie 結び付ける	symmetrical 左右対称の
curve 反らす	bent 折れ曲がった
push back 押し戻す	equally 等しく
electric wire 電線	metal 金属

〔問 1〕 に本文の流れに合う英語 1 語を自分で考えて入れなさい。

〔問 2〕 には次の英語が入る。本文の流れに合うように、以下の単語・語句を用いて英文を完成させるとき、(a) (b) (c) にくるものの組み合わせとして最も適切なものを下のア～カの中から一つ選びなさい。

〔英語〕

It is _____ (a) _____ (b) _____ (c) _____,

〔単語・語句〕

are / interesting / kites / possible / to play / to say / toys / with

	(a)	(b)	(c)
ア	to play	kites	possible
イ	toys	kites	to play
ウ	toys	possible	to play
エ	to play	kites	interesting
オ	kites	interesting	with
カ	kites	interesting	to play

〔問3〕 (3) の中には次のA～Fの文が入る。本文の流れに合うように正しく並べかえたとき、その組み合わせとして最も適切なものは下のア～カの中ではどれか。

- A As he first thought, lightning hit it and electricity ran down the kite string.
- B He looked and looked for the best way to test his idea.
- C He thought that lightning was caused by electricity.
- D However, he had to wait until the best day came.
- E In the end, he decided to use a kite because he thought lightning would easily hit it.
- F On a rainy day he finally flew a kite into dark clouds.

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

〔問4〕 (4) には次の英文が入る。本文の流れに合うように、以下の単語・語句を用いて英文を完成させるとき、(a) (b) (c) にくるものの組み合わせとして最も適切なものを下のア～カの中から一つ選びなさい。

〔英文〕

But (a) (b) (c) .

〔単語・語句〕

a kite / exciting / flying / have / is / made / more / you / yourself

	(a)	(b)	(c)
ア	you	made	more
イ	you	a kite	is
ウ	a kite	have	flying
エ	a kite	you	is
オ	flying	you	is
カ	flying	is	have

〔問5〕 (5) の Takashi の発言で、まとまりをよくするために取り除いた方がよい文を下線部ア～オの中から一つ選びなさい。

〔問6〕 本文の流れに合うように空欄 (6)-a (6)-b (6)-c に英語を入れるとき、その組み合わせとして最も適切なものは下のア～カの中ではどれか。

ア	(6)-a	harder	(6)-b	more	(6)-c	better
イ	(6)-a	harder	(6)-b	less	(6)-c	better
ウ	(6)-a	harder	(6)-b	more	(6)-c	worse
エ	(6)-a	easier	(6)-b	less	(6)-c	better
オ	(6)-a	easier	(6)-b	more	(6)-c	worse
カ	(6)-a	easier	(6)-b	less	(6)-c	worse

〔問7〕 ⁽⁷⁾things を、本文の内容を踏まえて、他の適切な英語 1 語で言いかえなさい。

〔問8〕 本文の内容と合っているものを、次のア～オの中から一つ選びなさい。

- ア Ayaka heard that more than half of the foreign people who visit the museum are interested in traditional Japanese kites, especially *Edo-dako* kites.
- イ Ayaka said that some ancient people called a kite “*ika*” because they liked squids as much as octopuses.
- ウ When Tom was small, there were no kite tournaments for children in the United States but he enjoyed flying kites with his brother.
- エ Pictures 3 and 4 explained how a bent stick works and Mary realized a curved stick works just as a bent stick does.
- オ Before this weekend, Tom will go shopping with Ayaka to get sticks and *washi* and they will make kites together.

[問9] 次の英文は Ayaka が帰宅してから書いた日記である。本文の内容に合うように、空欄①～④に適切な**英語 1 語**を自分で考えて入れなさい。ただし、それぞれ与えられた文字で始めること。

Today I talked with my friends about kites after school. I told them about my visit to the kite museum. I saw kites which were ① **c** _____ from all over the world. I was surprised at the large ② **n** _____ of kites there. Then we talked about kite fighting games and kite tournaments. I found out there are various events around the world. Takashi knows a lot about kites and he told us how to make one. He said it is important to think about the ③ **d** _____ of the kite carefully before making one. It sounded a little difficult for me. But I wanted to fly kites with them. So I said to them, "Let's fly kites together." They all ④ **a** _____ .

I'm looking forward to this weekend.

3 次の文章を読んで、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。)

Alex was a first year student at high school in the USA. He enjoyed watching American football games on TV. His friends said that he should join the team, and he really wanted to join the team. But he thought he was not good at playing sports, and was not big like an American football player. When he talked about the football team with his parents, they were afraid that he could not do hard training.

Mr. Cooper was the *head coach of the football team at school and taught P.E. One Saturday afternoon, Alex came to his room and said, "I want to join the football team." Mr. Cooper said that Alex would have a hard time if ⁽¹⁾ he did so. Alex felt sad, but he asked Mr. Cooper to give him a chance. Mr. Cooper always thought that football was for everyone, so finally he told him yes.

On the opening day of practice in September, Alex came out to the field before anyone else. All the players *stretched for thirty minutes, and then they began to run two *miles around the track. Alex was in the back of the group, and soon his running became very slow. Mr. Cooper said to him, "Alex, why don't you stop running?" Alex said, "I only ran half a mile," and he almost began to cry. Mr. Cooper said that he could keep running, but Alex (2). So Mr. Cooper stopped him.

Alex could not finish running two miles for many weeks. During practice Mr. Cooper asked one of the coaches to take care of Alex. The coach gave Alex easier exercises than other players'. Alex tried as hard as he could, and Mr. Cooper began to have different feelings about Alex as a football player.

As practice went on, Alex played better and better and he began to think he could play a game. Now he laughed and *joked with his team members. Mr. Cooper felt many players began to see him as their little brother. They tried to help him as their teammate.

Just before the football season started in October, Alex ran two miles and finished with other teammates for the first time. But he did not play in any game, and the team won only one game that season.

After the season was over in January, Alex visited Mr. Cooper in his room. He said that he was proud of Alex. Alex said to Mr. Cooper, "Coach, I didn't play enough this season." Mr. Cooper answered, "I didn't want you to get injured." Alex said, "I understand why you didn't use me in the game, but I'd like you to use me next season. ⁽³⁾ 【 ① anything ② before ③ can ④ there ⑤ the next season ⑥ I ⑦ is ⑧ do 】?" Mr. Cooper gave him a training program. Alex did not have any of Mr. Cooper's classes. So Mr. Cooper did not see him very often during the off-season. When he saw Alex, he always waved at him. He knew that Alex was training. He could see Alex was getting stronger.

Some weeks later in February, Alex visited Mr. Cooper again. He looked stronger and had a *tan. He said to Mr. Cooper, "Now I feel stronger, and I want to train harder. Your program has become too easy." Mr. Cooper laughed and said, "I'll add a few more exercises.

And why don't you run four miles, much longer than before?" He kept training very hard.

At the beginning of September, just before the season started, Alex ran two miles faster than anyone else. He did the exercises very well, so Mr. Cooper chose Alex as one of his starting members in the opening game in October.

The next Monday after they lost the opening game, Mr. Cooper talked to Dave about the game they lost. Dave was captain of the team and was the best player, but he did not make efforts to train himself. He told funny stories to his classmates and was popular at school.

The next day after practice, Dave noticed Alex was still training all by himself in the field. He said to Mr. Cooper, "Why is Alex still out there?" Mr. Cooper told Dave to ask Alex himself. Dave went to Alex and said to him, "Why are you still on the field?" Alex answered, ". I want to be a good player like you. You are my hero." Dave knew that the players had to practice more to win more games. The next day Mr. Cooper was surprised that Dave was training with Alex after practice was over.

A week later all the members were preparing for one of their biggest games, and practiced very hard. When practice was over, they were very tired. When they were leaving the field, Dave asked them to join more exercises together. Of course, Alex was also there.

The next Sunday the team played the important game. At the beginning they were losing, and some players were giving up. But Alex was not giving up, and Dave was not giving up, either. Both Alex and Dave were fighting very hard in high spirits in the game, and the team began to *come back. They won the game in the end.

Mr. Cooper chose Alex as the best player of that week. Alex not only played very well but also showed his teammates the fighting spirit of the team. They finished the season as one of the top teams in their city.

When the football season was over in January, there was a team meeting. The big *award went to the best player of each season *based on the point system. Though Mr. Cooper felt that he wanted to give it to Alex, he knew it was for Dave, the best player of the team. Mr. Cooper called Dave up on the stage to give it to him.

Dave said, "I'm very happy to receive this award and know what it means. But there is someone who *deserves it more than I do." All the team became silent. He continued, "With the help of a person, I did very well this season, and the team *accomplished everything." He turned toward Alex in the audience. Dave didn't know what to say. After a few moments he said, "Alex, you said that I was your hero. Now you .

Alex *encouraged his teammates to play harder, and his fighting spirit made the team stronger. This happened because Alex never gave up.

- 〔注〕 head coach 監督 stretch ストレッチをする
 mile マイル (1マイルは約1.6キロ) joke 冗談を言う
 tan 日焼け come back 盛り返す award 賞
 based on ~ ~に基づいて deserve 値する accomplish 成し遂げる
 hug 抱きしめる encourage 励ます

〔問1〕 ⁽¹⁾ he did so とあるが、そ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。4語で書きなさい。

he

〔問2〕 本文の流れに合うように、 (2) に英語を入れるとき、最も適切なものは次の中ではどれか。

- ア kept running two more miles
- イ kept running faster than other members
- ウ stopped running and took care of other members
- エ could not run any more and started to walk

〔問3〕 ⁽³⁾ 【① anything ② before ③ can ④ there ⑤ the next season ⑥ I ⑦ is ⑧ do】?
 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、3番目と5番目と7番目にくるものの組み合わせとして最も適切なものは次のア～カの中ではどれか。なお、文頭にくる語も小文字になっています。

	3番目	5番目	7番目
ア	①	③	②
イ	①	⑥	⑤
ウ	③	⑧	⑦
エ	⑥	⑧	④
オ	⑧	④	②
カ	⑧	⑦	⑤

〔問4〕 本文の流れに合うように、 (4) に英語を入れるとき、最も適切なものは次の中ではどれか。

- ア My teammates told me to practice with them after usual practice
- イ We won the opening game and I want to win more games
- ウ We lost the game, so I want to practice more to win games
- エ I wasn't chosen as a starting member, so I need to practice more

〔問5〕 本文の流れに合うように、の中にどのような英語を入れるのがよいか。本文中の**連続する英語3語**で答えなさい。

〔問6〕 本文の内容と合っているものを、次のア～クの中から二つ選びなさい。

ア Alex liked American football very much, so he went to the head coach of the football team without talking to anybody about joining it.

イ When Alex joined the team for the first time, he came out to the field the earliest among the team members.

ウ One of Mr. Cooper's coaches gave Alex different exercises from other players' and those exercises were more difficult than the exercises other players did.

エ Alex couldn't finish running two miles even during the last week of practice in his first season and his team won only one game that season.

オ In February after the first football season finished, Mr. Cooper met Alex and found Alex wasn't training.

カ Dave was popular at school because he told jokes to other students and always trained himself very hard for football games.

キ The team was losing an important game at first, but won that game because Alex and Dave showed them the fighting spirit.

ク Alex played much better in an important game, so Mr. Cooper chose him as the best player of the season as well as the best player of the week.

〔問7〕 次の質問に対する答えを、**40語以上50語程度の英語**で答えなさい。「.」「,」「!」「?」などは語数に含めません。これらの符号は、解答用紙の下線部と下線部の間に入れなさい。

What kind of experience impressed you the most?

2
目

英

語