

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 **11** ページまであります。

2 次の対話の文章は、イギリスから太陽高校に来たばかりの留学生 Andrew と日本人の高校生 Takashi と Haruka と Mina, 顧問の Suzuki 先生が、放課後に部活動のミーティングで対話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。)

Mr. Suzuki: Today, we are going to decide the design of the uniform of our tennis club. I already told Takashi what to do in this meeting. Can you explain it to everyone?

Takashi: Yes. We are going to choose the colors of the shirt, the *shorts, and the lines on the shirt.

Mr. Suzuki: And also, I want you to decide the (1) of the lines. Takashi, can you *lead the meeting?

Takashi: Yes, Mr. Suzuki, but I have a question before we start. Are there any rules for the uniform to wear at the tournament?

Mr. Suzuki: Yes, only two. First, the shirt should have a *collar. Second, it should have your school name on the left side of your *chest.

Andrew: Is that all?

Mr. Suzuki: Yes. By the way, Takashi, you asked all the members about the uniform design, didn't you?

Takashi: Yes. ⁽²⁾【and I / favorite color / Haruka / what / was / asked / their】. Everyone answered. Haruka, will you show us the answers?

Haruka: Here they are. Look at this *table. It shows the answers from 35 boys and 32 girls in our club. 60% of the boys say they like black, but there are only three girls who like black.

Mina: Mr. Suzuki, do boys and girls have to wear the (3-a) color?

Mr. Suzuki: No. Boys and girls can wear (3-b) colors.

Takashi: OK. Then, first, let's talk about the color for the girls.

Mina: I want to choose pink for the girls. It's my favorite color.

Takashi: But pink is not the color which the girls like the best. Look at the table. There are six more girls who like red than the girls who like pink.

Haruka: That's right. 50% of the girls say they like red. So, we will choose red for the girls.

Takashi: What about the color for the boys? Shall we choose a (3-c) color?

Andrew: Wait a minute. We are on the (3-d) team, both boys and girls. Why don't we wear the same color? That will show our team *spirit, “ (4) ”

Takashi: Yes, Andrew. (5-a) We are teammates.

Mina: I understand. Then, all of us will wear red, OK?

Takashi: Well..., look at the table. The most popular color among the boys is black.

Andrew: The girls like red and the boys like black. I'm surprised. I always thought *tennis wear should be white, but only three among all of us like white.

Takashi: Why do you think so?

Andrew: Because white is the traditional color for tennis wear. ⁽⁶⁾【tennis / seen / TV / you / matches / on】? In the most famous tennis tournament, *Wimbledon, all the players wear white.

Haruka: Now I remember. My favorite player always wears white.

Mr. Suzuki: In fact, many tennis players wore white even in Japan when I was a student. My tennis wear was always white, too.

Andrew: Why don't we wear the traditional color, white, like Wimbledon players?

Takashi: But we should respect the answers of the members. What is the most popular color among all of us?

Andrew: Let's look at the table. Red?

Haruka: Do you think so? I hear red is the color for winning. If I wear red, I think I can win more often.

Mr. Suzuki: Some scientists say that red makes players powerful, and blue makes them *calm. Colors have such a strong power on players.

Mina: Wow! Let's use red. Then, we can get more energy.

Takashi: From our *discussion, ⁽⁷⁾ we should choose red.
Now, we have decided the color. Shall we use red for the shirt or for the shorts?

Haruka: I like a red shirt and red shorts.

Mina: How about a red shirt and black shorts? Many boys like black, so we should use it, too.

Haruka: That sounds great. We have our two favorite colors on our uniform.

Andrew: I like that idea. My favorite soccer team's uniform is red and black.

Takashi: Good!

Mina: How about the collar? I like a black collar on a red shirt.

Haruka: Cool!

Takashi: I feel the same. What do you think, Andrew?

Andrew: No problem.

Takashi: Now, we also have to decide the color of the lines, right?

Mina: I think we should choose black lines on the red shirt, because three colors are too many. What do you think?

Haruka: I agree.

Andrew: I think everyone will like it. I'm excited!

Takashi: Me, too. Now, we have to talk about the design of the lines. First, what about the of the lines? Mr. Suzuki, how many lines can we use?

Mr. Suzuki: You can use three lines if you want.

Takashi: How many lines do you want?

Haruka: I want three lines on our shirt. They mean the boys, the girls, and the coaches. Of course, Mr. Suzuki is one of them.

Takashi: That's a very nice idea. Those three lines show our team spirit.

Mina: I really like it, too. And I want them on the right side of the body, because our school name is on the left side.

Andrew: I agree. I don't want them across the front of the shirt.

〔問4〕 対話の流れに合うように、に入る最も適切な英語を選ぶとすれば、次のうちではどれか答えなさい。

- ア Try your best.
- イ Winning is important.
- ウ So many men, so many minds.
- エ One for all, all for one.

〔問5〕 対話の流れに合うように、～にそれぞれ入る最も適切な英語を選ぶとすれば、次のア～カではどれか答えなさい。

- ア It's a different matter.
- イ Or both.
- ウ Yes, we do.
- エ You're interesting.
- オ That's interesting.
- カ You're right.

〔問6〕 【 tennis / seen / TV / you / matches / on 】? とあるが、対話の流れに合うように、【 】内の単語を正しく並べかえなさい。ただし、不足している単語を1語補い、文頭は大文字で書き始めること。

〔問7〕 we should choose red のように結論づけたのはなぜか。本文の内容に合うように、日本語で理由を二つ書きなさい。

〔問8〕 本文の内容に合うように、次の質問に英語で答えるとき、下のそれぞれのに入る数を表す英語を適切に書き、英文を完成させなさい。算用数字は用いないこと。

- (1) (Question) How many boys in the tennis club say they like black?
(Answer) boys do.

- (2) (Question) How many girls in the tennis club say they like pink?
(Answer) girls do.

〔問9〕 本文の内容に合うように、太陽高校テニス部の新しいユニフォームを選ぶとすれば、下のア～カではどれか答えなさい。

■ : black
 ■ : red
 □ : white



〔問10〕 本文の内容と一致するものはどれか。次のア～オから二つ選びなさい。

- ア There are two rules for the uniform to wear at the tournament.
- イ Takashi says that the uniform should not be pink because he doesn't like it.
- ウ When Mr. Suzuki was a student, all tennis players had to wear white.
- エ Some scientists say that black makes players cool.
- オ Mina is looking forward to wearing the uniform at the next tournament.

- 3 次の文章は、中学三年生の Izumi が、夏休みの体験について英語の授業で発表したものである。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。)

During the summer vacation, I visited a village near the river in Kyushu with my family and met some people there. First, we watched an “*U-kai*” performance. Do you know “*U-kai*”? “*U*” is a kind of bird and “*U-kai*” is a person who uses those birds to catch fish. I met a young “*U-kai*” woman and talked with her about the unique job.

Here is the young woman’s story.

She was born and grew up in the village. After she finished high school, she left the village and went to university in a city far away from the village. After that, she worked in an office in the city for three years, but she began to miss country life. One day, she read the news about her village in the newspaper. It said that there were few young people doing traditional jobs. She was . She wanted to do something to help her village. So she decided to return home and found a good job, *U-kai*. Her *U-kai* performance is now popular.

“I’m happy because a lot of people come to see my performance and some of them visit my village many times. They say that they are impressed by the *U-kai* performance and the beautiful river. The beautiful river is a symbol of my village. We have to keep the river clean for the fish, the birds, and the people. Now I like my village better than before and than any other place.”

After talking with her, I went to a local market with my family to do some shopping. There were many kinds of vegetables, foods, and the things made by local people. I met a man who was making *geta*, a kind of wood sandal. The *geta* smelled very good and looked beautiful. I talked to him. He told me about the local people’s lives and the forests.

Here is the man’s story.

Many people in the village *had something to do with *forestry. They went into the mountains and cut down trees. They carried the trees down the mountains and put those trees into the river near the mountains. They made *rafts with the trees and went down the river on them to a city near the sea.

Later, a *dam was built, so they could not ⁽³⁾ carry trees in that way. Then, the trees were carried by train. People began to build a lot of houses all over Japan. The workers *made the trees into wood for building houses at many *sawmills and it was carried everywhere. ⁽⁴⁾ 【 the trees / good / they / out / made / wood / of 】 from the mountains. , after cheap wood was *imported from foreign countries and used to build houses, many of the sawmills were closed. People in the village stopped cutting down trees, carrying them to the city, and taking care of the forests. Then trees grew too much.

The forests became *wild forests. Young trees or grass which covered the ground didn't grow under the *shade of the wild forests. After that, the forests didn't hold water under the ground and brought too much *muddy water into the river. So, people began to take care of the forests and the forests were able to hold much water again. The water in the river became as clear as before. They thought about how to use the trees they got after taking care of the forests. Now they make various things like *geta*, tables, and dishes.

I saw an old woman who was sitting next to him. She was selling *hane* used for a Japanese traditional game, *hanetsuki*. She was also selling *soba*. I was looking around, she said to me, "Do you know these? These are *hane*. I made them."

Here is the old woman's story.

"Long ago, the mountains around us gave many useful things to us. We were able to use them in our everyday lives when I was young like you. Grasses and *herbs in the mountains were very useful. We ate them, used them as medicines, and played with them. We also used them for washing and cleaning. We often looked for the *nuts called *mukuroji* on the way from school. The nuts were used for washing the body and clothes. We played *hanetsuki* with the hard nuts. , children still use them for *hanetsuki*. People made many things like sandals, bags, and hats out of various plants, and used them every day.

Her parents were farmers and she often helped them. She learned a lot of things from farm work in the mountains. When the farmers started *farming, they *cleared the land in the *middle of August and made a place to grow *crops. They *planted *soba* first because it grows fast. It needs only two months for harvest. The next year, they planted *Japanese millet in early summer. It was an important food which they ate every day. They planted it because the land was still rich in the second year and because they were able to plant *seeds earlier than in the first year. In the third year, they grew *azuki* beans. Soybeans were planted in the fourth year. The farmers knew that growing the same crops every year is bad for the land. After that, the land was not used for twenty years. If they keep growing crops in the same place, they will use all the energy from it. When they used the same land again, they started with *soba* in the same month. Even now, she continues the old way of farming.

I was impressed by these three people. After I talked with them, I learned that every job is connected with each other in the environment. *U-kai* performance needs clean rivers. The clean rivers only come from the beautiful mountains and from the green forests which workers in the village take care of every day. They all work together to *protect the environment, but usually, they don't know that. I would like to think about that when I decide my future job.

〔注〕 have something to do with ～ ～に関係している	forestry 林業
raft いかだ	dam ダム
make ～ into ... ～を・・・に加工する	sawmill 製材所
import 輸入する	wild 荒れ果てた
shade 陰	muddy 泥で濁った
herb 薬草	nut 木の実
farming 農業	clear 開墾する
middle 半ば	crop 穀物
plant 植える	Japanese millet ひえ（イネ科の穀物の一種）
seed 種	protect 守る

〔問1〕 本文の内容に合うように、に入る最も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 glad | イ shocked |
| ウ tired | エ careful |

〔問2〕 本文の内容に合うように、～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、次のア～カではどれか答えなさい。

- ① They are popular among visitors and many people buy them.
- ② We only took things we really needed from the mountains.
- ③ It is important for us to love our living places.

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

〔問3〕 carry trees in that way とあるが、本文の内容に合うように、次の文の【 】に入る具体的な方法⁽³⁾を日本語で書きなさい。ただし、【 】内は全体で10字以上20字以内とする。句読点は字数に含める。

【

 】方法で木を運ぶ。

〔問4〕 【 the trees / good / they / out / made / wood / of 】 from the mountains. とあるが、本文の流れに合うように、⁽⁴⁾【 】内の単語・語句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5〕 本文の流れに合うように、 ～ にそれぞれ入る英語の組み合わせとして最も適切なものを選ぶとすれば、次のうちではどれか答えなさい。

- | | | | |
|---|------------------|---------------|------------------|
| ア | (5-a) However | (5-b) While | (5-c) In fact |
| イ | (5-a) In fact | (5-b) However | (5-c) At first |
| ウ | (5-a) So | (5-b) When | (5-c) By the way |
| エ | (5-a) By the way | (5-b) In fact | (5-c) However |

〔問6〕 本文の内容に合うように、次の質問に英語で答えなさい。

- (1) How did the young *U-kai* woman know that her village was in trouble?
- (2) The old woman is going to plant *soba* in 2015. When did she plant it in the same place last time?

〔問7〕 本文の内容と一致するものはどれか。次のア～オから二つ選びなさい。

- ア The young woman lived in a city for three years before she returned home.
- イ Before the dam was built, many people worked in the forests.
- ウ The farmers who planted *soba* usually had the harvests in October.
- エ The farmers in the village need to grow various crops every year to sell them in a town.
- オ Izumi was too afraid to talk with people in the village.

