

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 15 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。)

*Rina, Hana, Yuta, and Oliver are in the classroom after school. Oliver is a student from *Norway. Hana is sitting in her seat by herself and she looks like she has something on her mind.*

Rina: What's wrong, Hana?

Hana: I was thinking about my group science project. Things aren't going well.

Yuta: You're the leader of the project, right?

Hana: Yeah, we have to make a presentation in two weeks but we aren't ready at all.

Oliver: I often see you getting together after school, so I thought it was going well.

Hana: We often get together, but only a few members express their opinions. Yesterday, some didn't even come to the meeting because they said they had other things to do! I don't think that everyone is serious about the project.

Rina: Being the leader is hard, right?

Hana: I sometimes think to myself, I want our group to be like a *flock of *pigeons.

Yuta: What?

Hana: ⁽¹⁾A flock of pigeons. You've seen pigeons flying in the sky, right? I'm always surprised when I see a big group of pigeons suddenly turn in the same *direction at the same time.

Oliver: Why do you want to be like them?

Hana: I want everyone in my group to be able to do things together as one team. I want to know how the leader of the flock can make the other pigeons follow along.

Rina: Is there actually a leader? I thought they were just doing the same thing that the pigeon next to them is doing.

Hana: People thought so before. But according to scientists, pigeons change direction by following the leader, and not any member of the flock.

Oliver: I've heard about that from my grandpa. He loves bird watching.

Yuta: How did they find that out?

Hana: By putting tiny GPSs on pigeons and checking where they are every 0.2 *seconds.

Yuta: How do pigeons decide who the leader is?

Oliver: I heard that the fastest pigeon is usually the leader. However, my grandpa told me an interesting fact. Sometimes slower pigeons also lead the flock, so in that case, the leader is not the same even during one flight.

Rina: Really? That's surprising. I thought that in the animal world, usually the strongest *male becomes the leader.

Yuta: I thought so, too. But sometimes that is not true. For example, elephants. I saw a TV program last week and it said that the leader is the oldest *female. By the way, have you heard of the expression, "to have a memory like an elephant"?

Hana: Never. What does it mean?

Yuta: It means that if you have a memory like an elephant, . In the program, they talked about an elephant leader that saved her group from a *drought because she had a good memory. In her group, many of the elephants survived, but in a different group, almost half of them lost their lives.

Rina: What was the difference between them?

Yuta: Both groups had a leader that had a lot of experience. However, the second group had a younger leader that did not experience the *previous drought 35 years ago. According to researchers, the first group was able to survive because of the leader's memory about the previous drought.

Oliver: ⁽³⁾That sounds similar to *killer whale leaders. I often went to see killer whales in Norway.

Rina: You can see them in Norway?

Oliver: Yeah, especially in the winter season. Hey, did you know that for killer whales, living with their is the key to a long life? According to research, when young killer whales lost a , their lives were *more likely to be in danger.

Yuta: Why not ?

Oliver: You see, male killer whales usually live until they are 35 years old, but females often live until they are 60.

Rina: I can't believe that there is such a big difference!

Oliver: They live longer, so they have more experience and know where they can find food.

Hana: So for some animals, it is important to follow the one that has the *knowledge to help them live longer.

Oliver: That's right.

Yuta: And there are *chimpanzees. Even the smallest one can become the leader.

Hana: Really? How?

Yuta: Some use their *strength, but others use their brain to climb to the top.

Hana: And how do they do that?

Yuta: When chimpanzees want to become leaders, they think about others instead of themselves and then take action. For example, they share their food easily. And after

they become leaders, when other chimpanzees are having a fight, they support the one that doesn't have a chance of winning.

Rina: Why do they do that?

Yuta: They do that to get supporters. When other chimpanzees see such *behavior, they feel safe and show respect to the leader.

Oliver: Chimpanzees are so smart!

Hana: Now I know why things weren't going well with the science project.

Oliver: You do?

Hana: The reason is me. I'm not a good leader.

Rina: Oh, don't say that. You're always working so hard.

Hana: Talking about the behavior of animal leaders has given me some hints about how to become a good leader.

Yuta: Like what?

Hana: From chimpanzees, I learned that if I want to become a good leader, (5). By doing so, we can build good *relationships and learn to trust each other.

Yuta: Was there anything else you learned?

Hana: Leaders with a lot of knowledge can make good decisions for the group.

Oliver: Like elephants and killer whales?

Hana: Yes. As you know, I don't have the experience that those leaders have, but it's OK because I can *make up for that.

Yuta: How?

Hana: With the help of my group members. We humans are able to communicate with language, so we can share our knowledge that we got through experience.

Yuta: That's true! Was there anything you learned from pigeons?

Hana: I learned that sometimes a different member of the group can lead the group. The important thing is to reach the goal as a team.

Oliver: Everyone is an important part of the group and we should all share the *responsibility.

Hana: You're right! Thank you. I think our science presentation is going to go well.

Rina: I'm so happy to hear that!

Hana: There are a lot of things that I can do to become a good leader, but ⁽⁶⁾I think the first thing to do is to get to know my group members better.

Oliver: That sounds like a good place to start!

Yuta: Good luck with your science project!

〔注〕 Norway ノルウェー	flock 群れ
pigeon ハト	direction 方向
second 秒	male 雄
female 雌	drought 干ばつ
previous 以前の	killer whale シヤチ
more likely to ~ より~しそうな	knowledge 知識
chimpanzee チンパンジー	strength 力
behavior 行動	relationship 関係
make up for ~ ~を補う	responsibility 責任

〔問1〕 ⁽¹⁾ A flock of pigeons. とあるが、Hana が会話を通して理解したこととして、最も適切なものは次の中ではどれか。

- ア Only the fastest pigeon can become the leader of the flock.
- イ The leader of the flock checks where they are every 0.2 seconds.
- ウ The leader of the flock may change during one flight.
- エ Pigeons fly together in flocks by watching the pigeon next to them.

〔問2〕 会話の流れに合うように、本文中の空所 (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 elephants give you a lot of good memories
- イ elephants remind you of good times
- ウ you like things from the past like elephants
- エ you are good at remembering things like elephants

〔問3〕 (3) That sounds similar とあるが、次の〔質問〕に対する答えとして、本文の内容と合う最も適切なものは下の中ではどれか。

〔質問〕 According to the passage, how are elephants and killer whales similar?

- ア It is hard to find them in nature during the winter.
- イ The leader of the group has a lot of experience.
- ウ Males can hunt so they live longer than females.
- エ The leader of the group is the strongest female.

〔問4〕 会話の流れに合うように、本文中の空所 (4)-a ~ (4)-c の中に英語を入れるとき、最も適切な組み合わせは次のア~エの中ではどれか。

	(4)-a	(4)-b	(4)-c
ア	grandmothers	grandfather	grandmothers
イ	grandmothers	grandmother	grandfathers
ウ	grandfathers	grandfather	grandmothers
エ	grandfathers	grandmother	grandfathers

〔問5〕 会話の流れに合うように、本文中の空所 (5) に入る発言を **15語以上の英語** で書きなさい。英文は二つ以上にしてもよい。なお、「,」「.」「!」「?」などは語数に含めないものとする。また、I'll のような「'」を使った語や e-mail のような「-」で結ばれた語はそれぞれ1語と扱うこととする。

〔問6〕 (6) I think the first thing to do is to get to know my group members better. とあるが、
そのために Hana がとる行動として、最も適切なものは次の中ではどれか。

- ア She will spend the day together with her group members outside of school and develop a good relationship.
- イ She will read books about animals in the library and learn more about how to become a good leader.
- ウ She will stop depending on her group members too much and show them that she is the leader.
- エ She will put information about her science project on the Internet and tell her group members about it.

〔問7〕 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 Hana feels that things are not going well in the science project though everyone comes to all the meetings.
- イ Many elephants did not survive in one of the groups because they experienced the previous drought.
- ウ Hana is like killer whale leaders because she has the knowledge to make good decisions for the group.
- エ Chimpanzees that want to become leaders think about themselves instead of others and share food.
- オ The behavior of chimpanzee leaders affects their group members, so it is important for them to support their members.
- カ Hana learned from pigeons that leaders need to show their power by leading the flock all the time.
- キ After talking with her friends, Hana realized everyone should share the responsibility, so she will make someone else the leader.
- ク Hana learned many things from animals and thought she could be a better leader than before.

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。)

“Hello, this is Anderson.”

Jaden’s dad was just leaving his office when he got a phone call from Mr. Anderson, Jaden’s basketball coach. Instead of driving home, he hurried to the school to see his son. He felt *uneasy though Mr. Anderson said there’s no need to worry. He just tried to *focus on driving.

When he arrived at the school, Jaden was sitting on a bench and Mr. Anderson was standing by him. Mr. Anderson explained what happened during practice to Jaden’s dad. Jaden and his teammate Eric both jumped at the ball, and they *bumped into each other in the air. Jaden didn’t want to fall on Eric, and instead landed on his own ankle.

“The team doctor says it’s nothing serious,” Mr. Anderson said, “but he recommends that Jaden should not practice until it gets better, maybe for about two weeks.”

Jaden was biting his lip.

“It’s only two weeks, son,” he tried to cheer him up, but it wasn’t successful.

“You don’t understand! *The semi-finals of *the state championship are in two weeks and I can’t practice all that time. ”

Mr. Anderson didn’t know what to say. All he knew was it was very difficult to win the next game without Jaden, the best player on the team. The team practiced hard to win the championship, but now it wasn’t going to happen.

If he wasn’t going to play in the state championship, ⁽²⁾what was school for? Jaden stopped listening in class. He stopped talking about school at home. He even stopped going to basketball practice. Ben and Eric, his teammates, called him several times, but he didn’t answer them.

A few days later, he was sitting on the bench in a park. He knew his friends were practicing now. The park had a small basketball court, and *as usual, there were some kids playing basketball. The kids in front of him missed a lot of *shots, but they all looked really happy. “Look at the ball more carefully!” “Nice!” “Ahh...not yet!” He was saying those things about each of their plays without realizing it. The next moment, he was standing by the kids and speaking to them.

“Hey, I can show you how to be better at those shots!”

“Can you?”

The kids stopped playing.

“But how?” said one of the kids looking at the *bandage on Jaden’s ankle.

“Give me the ball.”

The ball was passed to him. When Jaden threw it, it flew in a beautiful *arc into the *hoop. Suddenly, their eyes began to shine and smiles were all over their faces. When it was time to go home, they asked Jaden to come back the next day. Jaden agreed. He didn't have any plans for tomorrow, or for the day after.

The next morning, he was surprised that he was looking forward to seeing the kids after school. When school was over, he went to the park as soon as possible and taught them many things: where to look, how to hold the ball, when to let it go. It was amazing that they improved so quickly. (3) 【① they ② the same ③ could ④ who ⑤ were ⑥ realize ⑦ kids ⑧ playing】 a few days ago? Later that night, he remembered that the kids looked so excited when they learned new skills. He felt happy he could help them. Then an idea came to him: maybe this is something I can do for my team.

The next day after school, Jaden went to the park to find the kids.
He told them he had something very important to do, but he promised to teach them again soon. The kids understood him. Then he went back to school for practice.

"I'm sorry Mr. Anderson. I'm so sorry, everyone, that I didn't come to practice."

Mr. Anderson looked *relieved that he came back. But his teammates didn't look happy. Jaden thought they had a good reason to feel that way.

"I realized I can help the team in some way, even with this ankle."

It would take some time, but he believed that they would trust him again. During practice, he just watched his teammates carefully and gave them advice. Mr. Anderson looked very happy to see that. He never thought that Jaden would support them. For Jaden, being the best player on the team was the only thing he wanted. But now he was helping his team and he was an important part of the team. From that day, he came to practice every day and tried to support his team.

On the day of the semi-finals, though Jaden didn't actually practice for two weeks, Mr. Anderson told him that he should play for just a few minutes. He thought for a while, and said no.

His teammates realized that he wasn't in his uniform and looked at each other with a *puzzled look. At last, Ben took the courage to ask the very difficult question.

"Jaden, does your ankle still hurt? You said you'd be better in two weeks."

"Oh, my ankle is fine. I just thought that it's better without me because I haven't actually played with you for a while, and teamwork is important, right?"

During the game, Jaden cheered loudly from the bench. First, his team was leading, and then the other team *caught up. They *went back and forth. Finally, they only had one minute on the clock. His team was two points behind. Just before the *buzzer, Eric got the ball. He was standing behind the three-point line. He jumped and let the ball go. The ball flew in a perfect arc into the hoop. It was the winning shot.

Jaden jumped out of his seat. They won! All the boys were laughing and giving each other *high-fives.

When Jaden was waiting for the team at the bus back to school, Eric and Ben came out and ran to him. After celebrating their win with each other, Eric said, “We really wanted to play with you in *the finals, so we all kept running and didn’t give up!”

“I ran and ran until I couldn’t run anymore!” said Ben too.

A big smile appeared on Jaden’s face.

“I believed you would win!”

“Maybe we depended too much on you and stopped making an effort,” answered Ben.

“We couldn’t win without you, Jaden. I made that winning shot thanks to your advice!” said Eric.

“This whole experience taught me something important too,” said Jaden, “I’m sure that we will be a better team in the finals!”

The three boys were very excited.

That night, when Jaden told his mom about the win, she just kept quiet.

He stopped. “Is something wrong, Mom?”

“No,” answered his mom. “I was just thinking how much you wanted to play and share the win with your teammates.”

“Oh, you don’t understand, Mom,” Jaden said with the biggest smile of his life. “Though I didn’t play today, (5) this win is a big win for me!”

〔注〕 uneasy 落ち着かない	focus on ~ ~に集中する
bump into ~ ~にぶつかる	the semi-finals 準決勝
the state championship 州選手権	as usual 普段通り
shot シュート	bandage 包帯
arc 弧	hoop バスケットボールのゴール
relieved ほっとした	puzzled look 困惑した表情
catch up 追いつく	go back and forth 一進一退する
buzzer ブザー	high-five ハイタッチ
the finals 決勝	

〔問 1〕 会話の流れに合うように、本文中の空所 に英文を入れるとき、最も適切なものは次の中ではどれか。

- ア So I won't give up playing.
- イ Then I won't be ready to play.
- ウ But I will give up playing.
- エ And I will be ready to play.

〔問 2〕 (2) what was school for? の意味を表すものとして、最も適切なものは次の中ではどれか。

- ア He didn't understand what he could do for the school.
- イ He was thinking about how to go to school.
- ウ He didn't know why he should go to school.
- エ He was wondering when to go back to school.

〔問3〕 (3) 【① they ② the same ③ could ④ who ⑤ were ⑥ realize ⑦ kids ⑧ playing】 a few days ago? の語句を、前後の内容とのつながりを考えて並べかえ、正しい文を作るとき、①～⑧の中で1番目、4番目、7番目にくる選択肢の組み合わせとして正しいものは、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る。

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

〔問4〕 次の文が入る場所として最も適切な箇所は、本文中の (4)-ア ～ (4)-エ の中ではどれか。

He didn't tell them why he didn't come or answer the calls.

〔問5〕 ⁽⁵⁾ this win is a big win for me! とあるが、以下は Jaden が書いた「練習ノート」の内容である。物語の内容を踏まえて、文章の流れに合うように の中に、書き出しに続けて **30 語以上の英語** を書きなさい。

英文は二つ以上にしてもよい。なお、「,」「.」「!」「?」などは語数に含めないものとする。また、I'll のような「'」を使った語や e-mail のような「-」で結ばれた語はそれぞれ 1 語と扱うこととする。

My Big Win

Today, our team had the state championship semi-finals. We won! I didn't play, but this win means more than just a win to me.

I feel this way because...

This is something I learned through this experience, and I'm a different person because of it. Now I am really excited to play with my teammates in the finals next week!

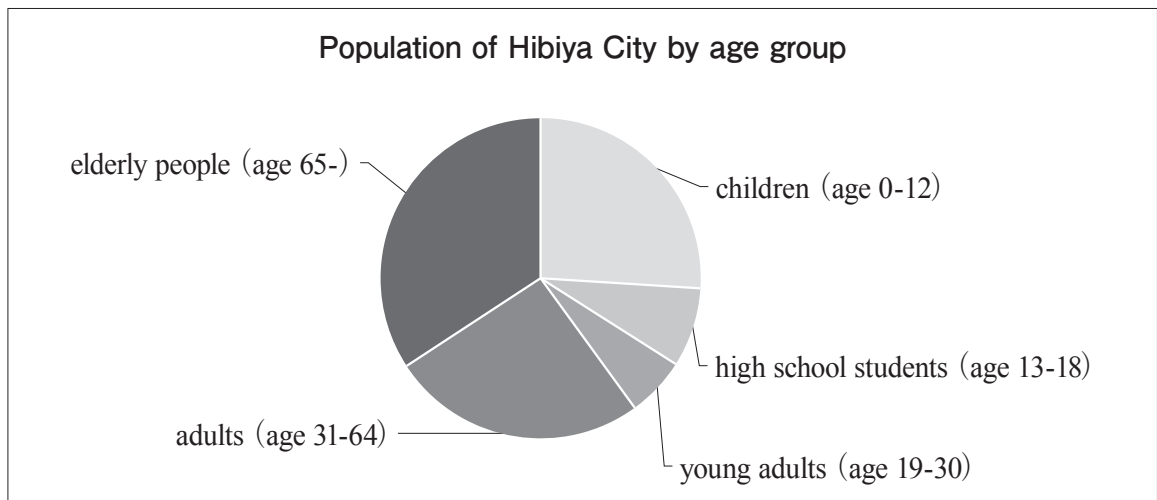
〔問6〕 本文の内容と合っているものを、次のア～クの中から二つ選びなさい。

- ア Eric and Jaden both jumped at the same ball, and Eric stepped on Jaden's foot when he landed.
- イ Jaden did not take part in the semi-finals because he thought his ankle was not good enough to play.
- ウ By spending time with the kids in the park, Jaden realized that he could help his team in some way.
- エ After Jaden said sorry to the teammates, they soon accepted it because they understood how he felt.
- オ Mr. Anderson thought Jaden changed a lot and became a good player, so he made Jaden play in the game.
- カ Eric thought they were able to win the semi-finals because the teammates depended on Jaden so much.
- キ Eric and Ben tried their best because they wanted to play in the championship with Jaden one more time.
- ク Jaden's mom was quiet while Jaden was talking to her because she knew why he didn't play in the game.

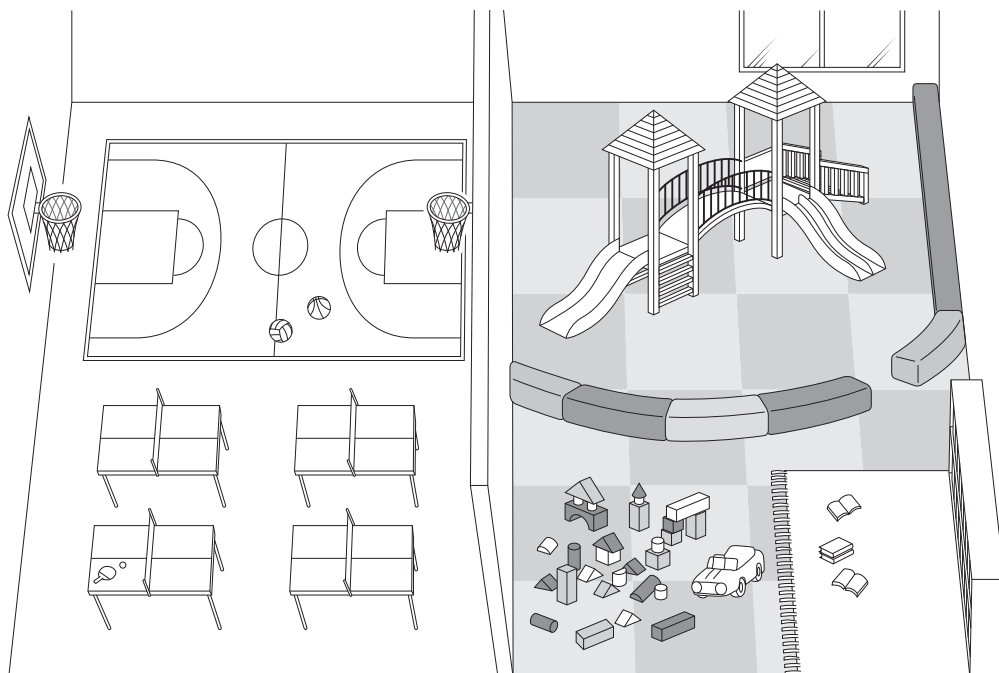
- 4 Hibiya 市では、市民が余暇を過ごすための新しい公共施設の建設を計画している。
資料 1 を参考にして、資料 2 にイラストで示された施設の「良い点」と「問題となる点」を一つずつあげ、それぞれの理由を、合わせて 50 語以上の英語で説明しなさい。

英文は二つ以上にしてもよい。なお、「,」「.」「!」「?」などは語数に含めないものとする。また、I'll のような「'」を使った語や e-mail のような「-」で結ばれた語はそれぞれ 1 語と扱うこととする。

資料 1 : Chart



資料 2 : Plan



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