

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、放課後、高校の生徒たちとアメリカ出身のエマ先生が、アニメについて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。)

Emma: I'm so glad to talk to you about manga. I've watched a lot of Japanese anime on TV since I was a child.

Yuta: Can you watch them in the U.S.?

Emma: Yes. They are very popular. I really like them and I studied anime at university.

Yuta: Really? I want to know how anime is made.

Emma: OK. I'll show you. Well, look at the corner of this notebook. Yuta, turn the pages quickly.

Yuta: Yes. I've created this kind of *flip book in elementary school. We need to draw a little different pictures on many pages.

Emma: That's right. On the first page, the dog stands on the ground. On the next page, its front legs don't touch the ground. I drew a picture like this dog on thirty pages. This *mechanism is used to make anime.

Nanako: I want to know more about anime. I hear the Anime Museum is near our school. Do you want to go there with me? We can go there tomorrow because we will be free in the afternoon.

Emma: I'd like to go there.

Yuta: Sorry, I can't go with you.

Nanako: That's too bad, but ⁽¹⁾I'll 【tell / learn / we / you / the things / about】 there.

At the Anime Museum Nanako and Emma join the tour.

Mr. Suzuki: Welcome to the Anime Museum. I'm a guide, Tadao Suzuki. ⁽²⁾I'll show you around. First, I want you to look at these two pictures. Have you ever seen these kinds of pictures?

Nanako: I saw them in a book. These are *cave *drawings.

Mr. Suzuki: Yes, they were drawn more than *tens of thousands of years ago. Some people say these pictures may be the *origins of anime. Let's look over these pictures.

Emma: This animal looks like a *bison.

Nanako: Why does it have eight legs?

Mr. Suzuki: I think that people wanted to give the bison movement.

Nanako: I see.

Mr. Suzuki: Let's talk about the other picture. When we see cave drawings, we sometimes find some pictures like this. In this picture, people drew the same animal in different sizes. I think the animal is going away.

Nanako: I understand.

Mr. Suzuki: Well. At that time, people wanted to move animals in these cave drawings.

Emma: I heard that story at university.

Mr. Suzuki: Then, let's see the next step of the history of anime. This is the "Thaumatrope." It was created in England in the 1820s and is one of the earliest *illusion toys.

Nanako: I've never seen that toy.

Mr. Suzuki: Look at this *round card.

Nanako: Cute rabbit!

Mr. Suzuki: It has two holes on each side. Now, I *insert a *rubber band in each of the two holes. I hold the rubber bands in each hand and *flip the card many times. And then I *pull each rubber band apart quickly.

Nanako: I can see the rabbit in a forest!

Mr. Suzuki: You see. There are two different drawings on each side of the card. As you know, a drawing of a rabbit is on one side. But, how about the other side?

Emma: You will be surprised.

Nanako: I think it's the rabbit in a forest.

Mr. Suzuki: Let's see.

Nanako: I can't believe it. The rabbit isn't there. ⁽³⁾That's interesting.

Mr. Suzuki: Yes, it's true. Then, a new toy named "Fantascope" was introduced in around 1830.

Nanako: What kind of toy is the "Fantascope," Mr. Suzuki?

Mr. Suzuki: I'll show you. This is the "Fantascope." You can make it here.

Nanako: Is it easy?

Mr. Suzuki: It's easy, but making it takes time. You need to draw many pictures. I think you are good at drawing pictures, but you need about an hour and a half.

Nanako: I want to try, but I'm afraid that we won't have enough time.

Mr. Suzuki: Look at this paper. It tells you how to make a "Fantascope." You can take it.

Nanako: Thank you, Mr. Suzuki. We'll try it at school tomorrow.

After school the next day

Yuta: How was the Anime Museum? Did you have a good time?

Nanako: Yes. I learned a lot about anime. By the way, I have a present for you, Yuta. It's the "Thaumatrope" and it uses a mechanism of anime. We bought it at the museum.

Yuta: I've seen this toy! But I've never thought the same mechanism is used to make anime.

Nanako: And this paper shows you how to make a "Fantascope."

Yuta: What's a "Fantascope," Emma?

Emma: You may be surprised to see what it is. I made it when I was at university. Let's make it together.

Yuta: Sounds good!

Nanako: Let me see. First of all, cut this paper and make it round. Then, color one side of the paper.

Yuta: What color?

Nanako: Black.

Yuta: What's the next step, Nanako?

Nanako: Next, draw twelve pictures on the other side. You have to draw them with a little difference between each picture. Don't forget to draw them along the *edge of the paper. You also need to make as many *slits as pictures between each picture on the edge of the paper.

Emma: Let's start.
Nanako: Shall we draw running horses?
Yuta: OK. I'm looking forward to seeing my running horses!

Two hours later

Yuta: It's almost 5 p.m. We have to leave school soon.
Nanako: The way of making anime is different from the way of drawing manga. It was really difficult to draw twelve pictures with a little difference. Now, let's *pin the paper on the end of a *waribashi*.
Emma: Could you show me your "Fantascope," Nanako and Yuta?
Nanako: Can I try it first? I'm looking forward to seeing my moving pictures.
Yuta: Now, turn it round quickly.
Nanako: Oh, no. Emma, all of the pictures are *mixed together and they are like a *circle. What's going on?
Emma: Nanako, you need to stand in front of a *mirror to see the running horses.
Nanako: Mirror?
Emma: Yes, you need to show pictures on the mirror and look at them through the slits.
Nanako: Horses on the mirror, right?
Emma: Yes. Do it again.
Nanako: Oh, they are moving! I can't believe it. It's your turn, Yuta. You'll be surprised!
Yuta: OK. I'll try.
Nanako: Wait! Yuta, you didn't make any slits. I told you to do that.
Yuta: I wanted to spend more time in drawing horses. I wanted to make the best "Fantascope" of the three.
Emma: Let's see what will happen.
Yuta: Oh, no! I can't see my running horses. The "Fantascope" looks ⁽⁵⁾the same when you turned it round and looked at it without a mirror. So we need not only a mirror but also slits to make moving pictures.
Emma: These slits create two *moments. In one moment we can see the pictures. In the other moment, we can't see anything. These two moments give the pictures movement. By seeing them quickly, we can see moving pictures.
Nanako: That's interesting. ⁽⁶⁾We've learned a lot about the mechanism of anime. How about making an anime with our manga for our school festival in September?
Yuta: That's a good idea!
Emma: I think so, too. ⁽⁷⁾We'll have a busy summer vacation!

〔注〕 flip book	パラパラ漫画	mechanism	仕組み
cave	洞窟	drawing	絵
tens of thousands of years	何万年もの	origin	起源
bison	バイソン (野牛)	illusion toy	錯覚を利用したおもちゃ
round	丸い	insert	差し込む
rubber band	輪ゴム	flip	ひっくり返す
pull ~ apart	~を両側に引っ張る	edge	端
slit	隙間	pin	ピンで止める
mix	混ぜる	circle	円
mirror	鏡	moment	瞬間

〔問 1〕 I'll 【 tell / learn / we / you / the things / about 】 there. とあるが、本文の流れに合うように、【 】
 (1) 内の単語・語句を正しく並べかえなさい。

〔問 2〕 I'll show you around. とあるが、次の文章は、Nanako がアニメミュージアムで、Mr. Suzuki から
 (2) 聞いた内容をまとめたものである。(①) ~ (④) のそれぞれに入る最も適切な英語 1 語を
 本文中から抜き出して答えなさい。

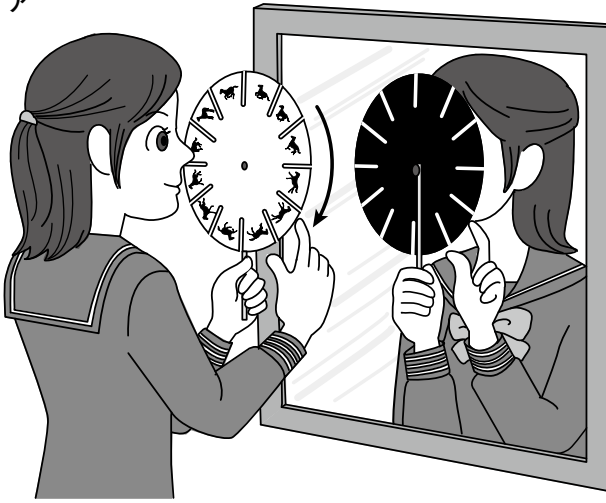
In the museum, there were two pictures of cave paintings which were drawn a long time ago. Mr. Suzuki said that people at that time wanted animals in the pictures to (①). So they drew many (②) on one animal. They also drew different sizes of pictures, though they were the (③) animal. Some people think these paintings are the origins of (④).

〔問 3〕 That's interesting. とあるが、このように Nanako が言った理由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。

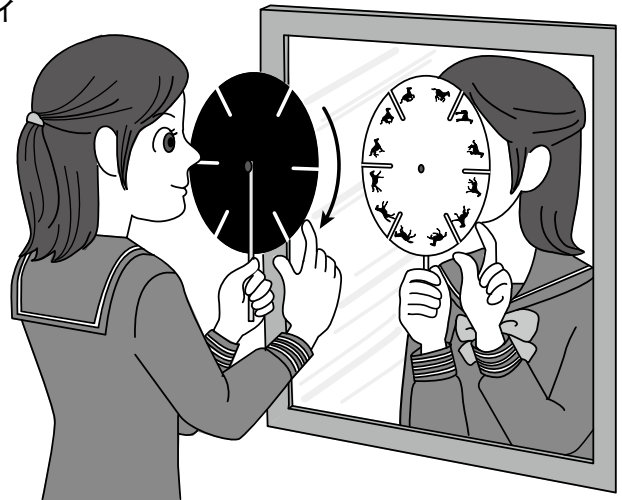
- ア Nanako was surprised because she thought the rabbit was drawn on both sides.
- イ Nanako was surprised because her answer to Mr. Suzuki's question was right.
- ウ Nanako was surprised because a cute rabbit moved to the other side of the card.
- エ Nanako was surprised because a "Fantascope" was created more than 170 years ago.

[問4] Oh, they are moving! とあるが、このときの Nanako と彼女の “Fantascope” の状況を正しく示した⁽⁴⁾ものとして適切なものは、次のア～エのうちではどれか答えなさい。

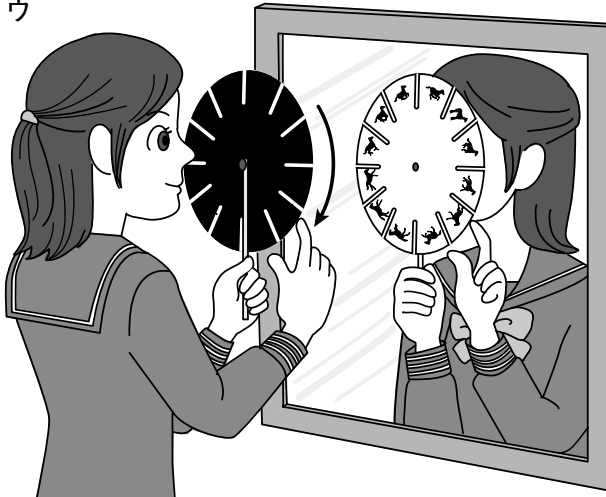
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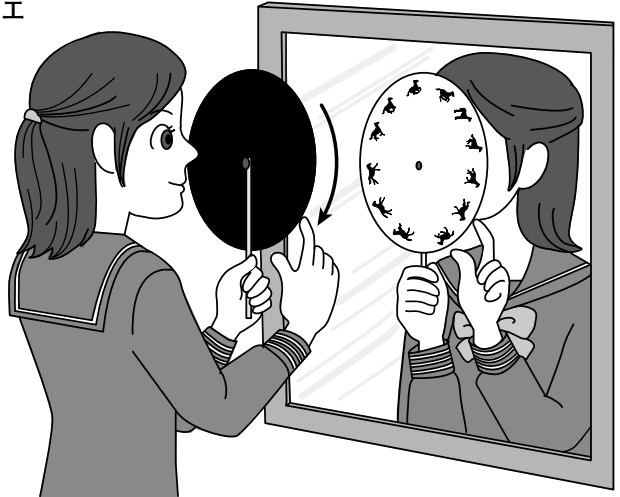
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ウ



エ



[問5] the same 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 Horses are running.
- イ A rabbit is in a forest.
- ウ Horses are connected together.
- エ Horses are mixed with a rabbit.

〔問6〕 We've learned a lot about the mechanism of anime. とあるが、その内容に合わないものは、次のうちではどれか答えなさい。

- ア To give pictures movement, we need to see many pictures in a short time.
- イ To give pictures movement, we need to spend much time in drawing good pictures very carefully.
- ウ To give pictures movement, we need to prepare many pictures with a little difference.
- エ To give pictures movement, we need to create two different kinds of moments.

〔問7〕 We'll have a busy summer vacation! 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 They will study the history of anime and make a speech at the school festival.
- イ They will make their original manga books and give them to people who visit their school festival.
- ウ They will help Mr. Suzuki as a volunteer in the museum tour.
- エ They will make anime by using their original manga.

〔問8〕 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は、下のア~カのうちではどれか一つ答えなさい。

- A Nanako understood she needed a mirror to see her running horses.
- B Nanako decided to use the information she learned at the museum for the school festival.
- C Nanako brought a paper that showed how to make a "Fantascope."
- D Nanako and Yuta were told about the mechanism of anime by Emma with a flip book.
- E Nanako and Emma saw two pictures which may be the origins of anime.
- F Nanako saw one of the earliest illusion toys at the museum.

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

〔問9〕 本文の内容と一致するものは、次のうちではどれか答えなさい。

- ア Nanako, Yuta and Emma went to the Anime Museum to learn the mechanism of anime.
- イ Yuta did not follow the information on the paper Nanako brought from the museum at all.
- ウ Emma was very surprised to learn the history and mechanism of anime at the museum.
- エ Nanako learned how anime is made and was more interested in it after she first talked about it with Emma.

3 次の文章は、高校2年生のマコト(Makoto)が、夏休みを利用しておもちゃメーカー(a toy company)のジョブシャドウイング(Job Shadowing)に参加し、その体験をまとめ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。)

⁽¹⁾ Today I want to talk about my experience at a toy company. The other day, I spent three days at the company through the Job Shadowing. It gave me a chance to visit a company and see how the people there work. They were very kind and answered my questions. I am a high school student now, but in the near future, I will take part in *society as a *worker. So I am very interested in the lives of people at the company.

On the first day, the company asked me to come at seven thirty. When I visited, I was taken to a meeting room. Some workers were already there and were preparing for the meeting. Why did they have to come so early in the morning? When I entered the room, I was surprised that they were talking to a big TV. It was a video meeting! I saw only the beginning of the meeting, but later I heard that in these meetings they share the information and tell good points of their toys in English to people in another country on TV. They were going to open a new office in that country. Then I understood why they had a meeting early. It was seven thirty in the morning in Japan, but it was six thirty in the evening in that country.

When the meeting finished, the workers went back to their own desks and started to do another job as the other workers did. Then the workers who came early for the meeting left the office earlier than the others. I thought all workers had to work until 5 p.m. One of the workers, Mr. Sato, answered my question. In this company, workers can start working earlier and leave the office earlier. Or they can start working later and leave the office later. With this working style, Mr. Sato picks up his little child at the nursery in the early evening. He said he was very happy to spend more time and have dinner with his family every day. This may also be helpful for workers who need to take care of their parents old in age.

There were not as many desks in the office as the number of workers. Of course some workers have to work outside to sell things to customers or to find out what kinds of toys children want in the center of big cities. These workers don't have much work in the office, so they share desks with each other. In addition to this, there were also other people who do their jobs at home. Ms. Sasaki works not only at the office but also at home. She can decide how many days she works at the office. She works at home three days in a week and works at the office two days. She can save time to go to and from the company. This is very good for workers who live far from the company. They can reduce the *stress that they feel on a *crowded train for a long time. Because of the Internet, all workers can get the same information, though they are not in the office. Every worker doesn't need to be at one place to work.

When I was going to choose my lunch at the cafeteria, I saw many kinds of food on the menu. I heard this company has a lot of foreign workers from around the world. They are from the U.S., Australia, Brazil, Canada, China, India, France, and so on. I found that this company respects every worker from every culture in the world. To create toys that can make people around the world happy, this company wants its workers to share opinions with people from other cultures.

During lunch time, I talked with two workers and asked about their free time on weekends. Both of them said that it was very important to enjoy their free time. Mr. Tanaka said he plays tennis every Saturday with friends from his school. He has to sit on a chair for many hours at the company, so doing *exercise is very good to keep his health. By doing these activities, both of them can feel better and keep their good

health. I learned that it's good not only for workers but also for companies because these workers can *refresh themselves and work better if they enjoy their free time.

Through this experience, ⁽³⁾ I learned that how to work is how to live. If all workers do their jobs *according to their situations, they will be happy. Today many companies are trying to make new ways of working. Every one of us is a member of our society, so respecting and taking care of each other is very important. To improve working environments is *essential. We high school students need to think and know more about it because we will play an important part of Japanese society in the near future.

〔注〕 society 社会	worker 労働者
stress ストレス	crowded 混んでいる
exercise 運動	refresh themselves 気分転換する
according to ～ ～に応じて	essential 必要不可欠な

〔問 1〕 Today I want to talk about my experience at a toy company. とあるが、次の(1)～(6)の文を、本文の内容と合うように完成するには、 の中に、それぞれ下のどれを入れるのがよいか答えなさい。

(1) Through the Job Shadowing, Makoto .

- ア could see some working styles
- イ joined society and worked hard
- ウ had a lot of questions about it
- エ could get the answers to the questions that many students had

(2) The workers had to come so early in the morning because .

- ア they wanted to make a new office in Japan
- イ they wanted Makoto to see how long they were working
- ウ they were going to watch TV programs to get the idea of new toys
- エ they were planning to sell toys in a country with a big difference in time from Japan

(3) By changing the start time of their work, workers .

- ア have to work until 5 p.m.
- イ can leave their children at the office
- ウ can spend time for their own purposes
- エ can help each other to pick up other workers' children

(4) Makoto found that some workers were not in the office because .

- ア they can work in different places
- イ they have one place to use the Internet
- ウ the company could not buy enough desks for them
- エ some workers had to live in the center of big cities

(5) The menu at the cafeteria shows .

- ア how many countries there are in the world
- イ what kind of toys can make children happy
- ウ how the company sees other cultures
- エ what kind of companies there are around the world

(6) Makoto learned that it was very important for workers to enjoy their free time to refresh themselves because .

- ア the company doesn't agree with the idea
- イ workers can improve their job performance
- ウ keeping a good friendship is very important
- エ the company wants workers to work for many hours

[問2] 本文の流れに合うように、 (2) の中に、次の A ~ E の文を入れるとき、その最も適切な順番を表しているものは、下のア~カのうちではどれか一つ答えなさい。

- A This is a good way of communication.
- B Ms. Brown from Canada climbed a mountain with her family the other day.
- C She could understand what her children thought or how they spent time at school.
- D She also said that she could have enough time to talk with her children while they were walking.
- E She said walking in the fresh air always makes her happy and gives her energy to work in a busy city from Monday to Friday.

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

〔問3〕 I learned that how to work is how to live. とあるが、あなたにとって大切なものは何かを踏まえた上で、将来どのように働きたいか、全体で 30 語以上 40 語以内の英語で書きなさい。その際、その理由も書きなさい。

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)

[問題A]	<対話文1>		<対話文2>		<対話文3>	
1	[問題B]	<Question 1>				
	[問題B]	<Question 2>				

対1	対2	対3
4	4	4
Q1		
		4
Q2		
		4

問1	4
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問2①	問2②
2	2
問2③	問2④
2	2

問3	4
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問4	4
----	---

問5	4
----	---

問6	4
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問7	4
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問8	4
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問9	4
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[問 1]	I'll 【 tell you about the things we learn _____ 】 there.			
[問 2]	①	move	②	legs
	③	same	④	anime
[問 3]	ア			
2	[問 4]	ウ		
	[問 5]	ウ		
	[問 6]	イ		
	[問 7]	エ		
	[問 8]	オ		
	[問 9]	エ		

[問 1]	(1)	ア
	(2)	エ
	(3)	ウ
	(4)	ア
	(5)	ウ
	(6)	イ
[問 2]	ウ	

3	[問 3]	To _____ help _____ people _____ is _____ important for _____ me, _____ because _____ I _____ feel happy _____ when _____ I _____ do _____ so. In _____ the _____ future, _____ I _____ want to _____ work _____ as _____ a _____ doctor. On _____ weekends, _____ I _____ want _____ to spend _____ time _____ with _____ my _____ family and _____ join _____ volunteer _____ activities. _____
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問1(1)	4
問1(2)	4
問1(3)	4
問1(4)	4
問1(5)	4
問1(6)	4
問2	4

問3	12
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A	B	C	D
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