

2002（平成 14）年度 実施

長文読解Ⅱ 説明文・物語文・スピーチ文・その他 ― 内容把握

◆ 問 題 ◆ 14 - 4 - 1

次の英文は、英語の先生として町に来ていたトム先生が帰国するとき、中学生に述べたお別れのあいさつです。これを読んで、問いに答えなさい。

（北海道 2002 年度）

Hello, everyone. I have to say good-bye to you. Today is the last day for me to meet you. There are three things that I shall never forget.

The first is our day trip to the river in this town last fall. The weather was very nice. We walked to the river and ate yakiniku together. During the trip, we played a lot. We talked a lot about many kinds of things. For example, friends, family, and Japanese food. I had a very good time and will not A you.

The second is the scenery in Hokkaido. Hokkaido has four different seasons. Each season has beautiful scenery. I saw snow here for the first time in my life. I remember the morning when I saw the first snow of the winter. Everything was white. There were no other colors. I was impressed with the beautiful snow. In spring, many kinds of flowers start opening around the same time, and Hokkaido becomes full of flowers. In early summer, I went to a famous lavender garden. I have never seen such beautiful scenery. I enjoyed picking some lavender flowers. I can still enjoy the good smell of lavender in my room. I will always B Hokkaido when I smell lavender.

The third is about my cycling. Last summer, I went cycling around Hokkaido. When I was cycling, I found that there was really wonderful scenery in Hokkaido. I also found that people were very kind. When it was raining hard, some people were so kind that they invited me to stay at their houses.

Now I want to say “thank you” to you and to the people of Hokkaido. Hokkaido is full of beautiful scenery and very kind people. Please be proud of your town and Hokkaido.

You have become good at speaking English. So please write to me in English. I am sure that I can answer your letters.
Sayounara.

注 scenery 風景 be impressed with ～ ～に感動する lavender ラベンダー
pick （花などを）つむ smell 香り，香りをかぐ cycling サイクリング
be proud of ～ ～を誇りに思う

問 1 本文の内容から考えて A ， B に入る単語として最も適当なものを，ア～オからそれぞれ選びなさい。

- ア remember
- イ happen
- ウ forget
- エ give
- オ buy

問 2 本文の内容と合うものを，ア～オから 2 つ選びなさい。

- ア Tom went to the lake with his family.
- イ Tom always had good weather when he was cycling.
- ウ Tom saw the beautiful scenery of a lavender garden.
- エ Tom talked a lot with the students during the day trip.
- オ Tom told the students to write to him in Japanese.

問 3 本文の内容に合うように，次の(1)～(3)の対話文の に適当な 1 語をそれぞれ書きなさい。

(1) “How did Tom go to the river ?”

“He to the river.”

(2) “Has Tom seen snow in his country ?”

“ , he .”

(3) “Hokkaido has four seasons. When do many flowers start opening in Hokkaido ?”

“They start opening .”

問 4 _____ 線について，このとき，トム先生はどのようなことがわかったと述べていますか，日本語で 2 つ書きなさい。

◆ 解答用紙 ◆

問1	A		B	
問2				
問3	(1)			
	(2)			
	(3)			
問4				

◆ 問題 ◆ 14 - 4 - 2

次の英文は、春香の学級が学校祭（school festival）で創作ダンス（dance）に取り組んだときのことについて、書かれたものです。これを読んで、問いに答えなさい。

（北海道 2002 年度）

It was September. Students were talking about the school festival.

Haruka said, “Last year our class made a large picture from used cans. We went to many stores to get them. It was difficult to get the same color cans, but I can still remember that I was happy when I finished working with my friends.”

One boy said, “Let’s do something even more exciting this year! How about a dance?”

“That’s a good idea. If we work hard together, we can do it. When the students see our dance, they will be excited,” a girl said.

Haruka was asked to teach a dance to the students of her class because she studied at a dance school. She thought that helping each other was important for the school festival. So she answered, “Yes.”

Making a dance was difficult for Haruka, but she finished it at last. Then she began to teach her dance to the students. They tried hard every day, but their dance wasn’t getting better. When the school festival was near, she became very sad. She did not know (what / tell / should / them / she). The students were very quiet. They had nothing to say, either. Suddenly, a student said, “This festival is the last one for our class. I love my class. Let’s do our best!” These words encouraged Haruka.

At last the school festival began. When the curtain opened, Haruka was very excited. Her class became one at that time and could show their best dance. When the music finished, big applause started and some friends came to her with smiles. Many things went through her head. Haruka again understood that working together and helping each other could give everyone something important.

注 used can(s) 空き缶 excited わくわくして get better うまくなる quiet 静かな

encourage 勇気づける curtain 幕 applause 拍手

問1 本文の内容に合うように、次の(1)～(3)の対話文の に適当な1語をそれぞれ書きなさい。

(1) “Where did Haruka go to get used cans last year?”

“She went to a of .

(2) “How did Haruka feel when the school festival was near?”

“She became very because the dance of her class was getting better.”

(3) “Did the students show their best dance at the school festival?”

“ , they .

問2 線が「彼女は、彼らに何を言うべきか、わからなかった。」という意味の英文になるように、() 内の語を並べかえて書きなさい。

問3 本文の流れに合うように、次のア～エの文を並びかえ、記号で答えなさい。

- ア Haruka and the students enjoyed doing the dance at the school festival.
- イ Haruka was told to teach a dance to the students of her class.
- ウ Haruka made a large picture with her friends at the school festival.
- エ Haruka began to worry about their dance when she watched it.

問4 本文の内容と合わないものを、ア～オから2つ選びなさい。

- ア 春香は、空き缶を使って絵を完成させたときの喜びを、翌年になってもよく覚えていた。
- イ 春香は、踊りを教える役を頼まれたが、踊りを習ったことがなかったので断った。
- ウ 春香は、学校祭で学級のダンスが失敗したのは、自分の責任だと感じた。
- エ 春香は、学校祭で学級の友達と踊り終えた後、いろいろなことを思い浮かべた。
- オ 春香は、互いに協力し合うことは大切な何かを与えてくれるということに、あらためて気がついた。

問5 次の英文は、春香が学校祭について書いた感想文の一部です。本文の内容から考えて、適当な語を{ } (1), (2)のア、イからそれぞれ選びなさい。

I was very happy today. We enjoyed doing our dance at the school festival. Our dance made all of the students excited. Making a dance was (1) {ア hard イ easy} for me, but I feel happy now. I will not forget my friends’ beautiful smiles. Today was one of the most (2) {ア bad イ wonderful} days of my school life.

◆ 解答用紙 ◆

問 1	(1)		
	(2)		
	(3)		
問 2	She did not know		
問 3	→ → →		
問 4			
問 5	(1)		(2)

◆ 問題 ◆ 14 - 4 - 3

次の英文は、ジェイ（Jay）というアメリカの高校生が、自分の体験について述べた文である。これを読んで、あとの(1)～(4)に答えなさい。

（青森県 2002 年度）

I began to play basketball when I was nine. It was my dream to be a good basketball player. I worked very hard every day with my father. I was really happy when I became a starting member of my high school team. But my dream disappeared after the first game of the basketball season. My right knee was broken in an accident during the game, and I couldn't even walk.

Every morning, I said to myself, "It's too bad. I can not play again." Every night I called my friends and complained. At school I used crutches to move from classroom to classroom. I spent days with a sad face.

One day my father said to me at last.

"You have to make a new plan now. You broke your knee four weeks ago. No one is going to feel sorry for you very long."

"I am not asking anyone to feel sorry," I said.

"Yes, you are," he said. "Look at you. You get up in the morning with sighs, and just call your friends and ask them to feel sorry. You have done nothing to change your life."

"You know, my knee was broken," I said. "I can never play again. I'm sad."

"I understand you, but I think you can do something about it," he said.

I was angry with him, but he was right. I complained for a long time, but that didn't make me happy. I had to make a plan to get myself back. I decided to try my own plan. I got on an exercise bike. My knee was not strong enough to pedal forward. So I began to pedal backward. I did it for weeks. I did it when the basketball team finished its basketball season. I did it just for me. No one took care of me. A few months later, I was able to pedal forward and walk. And soon after that, I was able to run. One night I went out to my yard. No one was looking at me. I took my basketball and shot a nice goal. I was back.

After the accident, everything was bad for me. I didn't know what to do first, but I found the way. I went out, and tried the plan I made. That changed my life. Everyone can do the same thing. Everyone can do it by taking small steps.

注

starting member スターティングメンバー knee ひざ accident 事故 myself 自分自身

complained 不平を言った crutches 松葉づえ with sighs ため息をついて

exercise bike トレーニング用の固定式自転車（エアロバイク） pedal ペダルをこぐ

forward 前向きに backward 後向きに shot a nice goal ナイスシュートをきめた

steps 段階, ステップ

(1) 次のア～ウの問いの答えとして最も適切なものを、それぞれ1～4の中から一つ選び、その番号を書きなさい。

ア Who worked very hard with Jay before he became a member of the high school team ?

- 1 His teacher did.
- 2 His sister did.
- 3 His father did.
- 4 His mother did.

イ When was Jay told to make a new plan ?

- 1 Four weeks after the accident.
- 2 Four weeks before the accident.
- 3 Three weeks after the accident.
- 4 Two weeks before the accident.

ウ Why did Jay pedal backward when he began to use the exercise bike ?

- 1 Because he was too strong to pedal forward.
- 2 Because it was too difficult for him to pedal forward.
- 3 Because his right knee was strong to pedal forward.
- 4 Because no one was looking at him.

(2) 次のア～ウの英文に続けるのに最も適切なものを、それぞれ1～4の中から一つ選び、その番号を書きなさい。

ア Jay couldn't walk after the first game of the basketball season,

- 1 and didn't talk with his friends.
- 2 so he moved without crutches.
- 3 but he never complained.
- 4 because his knee was broken.

イ His father said to Jay, "I think you can do something about it,"

- 1 and it means, "You should not make a plan to change life."
- 2 and it means, "You should try to do something about your broken knee."
- 3 and it means, "You should feel sorry for your broken knee."
- 4 and it means, "You should call your friends."

ウ After a few months’ work on the exercise bike,

- 1 Jay was not able to pedal forward.
- 2 Jay was not strong enough to walk.
- 3 Jay was able to run, but he never took a basketball again.
- 4 Jay was able to run, and he shot a nice goal one night.

③ 次の英文が本文の内容と合うように、 1 ～ 4 に入る最も適切な語を、下の語群の中から、それぞれ一語選んで書きなさい。

Jay’s dream was to be a good basketball player. He became a starting member of his high school basketball team. But during the first game of the basketball season, the accident 1 . He broke his right knee. He couldn’t walk without crutches. He 2 his dream, and complained every day. He did 3 to change his life for about one month. When his father told him to make a new plan, he decided to try his own plan. He 4 hard, and he was back at last

語群	something	worked	happened	shot	nothing	called	lost	able
----	-----------	--------	----------	------	---------	--------	------	------

④ Everyone can do the same thing. の内容に最も近いものを、次の 1 ～ 4 の中から一つ選び、その番号を書きなさい。

- 1 We should forget our dreams when nothing goes well.
- 2 We should find a new plan when everything is all right.
- 3 We should do something to change life when we have a hard time.
- 4 We should stop making a new plan when there are many bad things.

◆ 解答用紙 ◆

(1)	ア	
	イ	
	ウ	
(2)	ア	
	イ	
	ウ	
(3)	1	
	2	
	3	
	4	
(4)		

◆ 問題 ◆ 14 - 4 - 4

次の文章は、あるアメリカ人作家（writer）の回想文です。
これを読んで、あとの(1)～(3)の問いに答えなさい。

(岩手県 2002 年度)

My father was interested in everything. He read many books, magazines and newspapers. He often listened to the radio and watched television to get news and information*. He was a man of knowledge*, and my sister Ellen, my younger brother Jack and I respected* him.

When I was a child, he wanted us to learn many things. One day he said to us, “Let’s share the things you learn at school at our dinner table. We’ll start this tomorrow.”

The next day, Ellen, Jack and I got together in our room. “Well, do you have anything to make Dad happy ?” I said to them. “Nothing,” they sighed. I knew we didn’t have anything to tell him. ①We were in trouble. Then Ellen said, “How about looking for something in our encyclopedia* ?” So each of us read it and tried to find something new.

At the dinner table, my father said to me, “Tom, what did you learn today at school ?” “I learned about the population of Bangladesh,” said I. My father said, “Mmm..., the population of Bangladesh. Well, what do you know about Bangladesh, Jack ?” “Noting. Where is Bangladesh ?” my brother asked. “Tom, bring the world map and the encyclopedia. We’re going to study more about Bangladesh,” said my father. And all of us looked for the country on the map and read the encyclopedia carefully. We learned a lot about Bangladesh.

This kind of thing continued for several years. We could explain something well when we knew it well. We began to turn our attention to the classes at school and listen to our teachers more carefully.

②Our “dinner table university” has helped me a lot in my life. Actually, I became interested in Bangladesh. When I was a university student, I visited the country. Later, I wrote a book about its people and culture. That was my debut as a professional writer.

Now, I understand what my father meant. He often said, “Life can be wonderful if we know a lot of things.” I have three children and I am going to start my own “dinner table university” soon.

Even now, before I sleep each night, I still hear his voice: “Tom, what did you learn today ?”

Thank you, Dad.

注 information 情報 a man of knowledge 知識が豊かな人 respect 尊敬する
encyclopedia 百科事典

(1) 文中の下線部①We were in trouble. について、次の質問の答えとして最も適当なものを下のア～エのうちから一つ選び、その記号を書きなさい。

- [質問] Why were the children in trouble ?
- [答え] ア Because Dad liked learning and knew a lot of things.
 イ Because Dad thought they should learn a lot at school.
 ウ Because they did not know what to tell Dad at the dinner table.
 エ Because they thought the topic of Bangladesh was not interesting.

(2) 文中の下線部②Our “dinner table university” は具体的にはどのようなことですか。日本語で説明しなさい。

(3) 次のア～エのうち、本文の内容と合っているものはどれですか。一つ選び、その記号を書きなさい。

- ア The writer’s father did not want to watch television, but read books, magazines and newspapers.
イ The writer’s father told his children to find something interesting from the encyclopedia.
ウ The writer had no chance to go to Bangladesh, but he could write a book about the country.
エ The writer now understands that there is a good reason to share some knowledge with each other.

◆ 解答用紙 ◆

(1)	
(2)	
(3)	

◆ 問 題 ◆ 14 - 4 - 5

次の文は、映画館のできごとについて中学生の清志が書いた英文と、清志と父親との会話文です。これを読んで、あとの1～6の問いに答えなさい。

(宮城県 2002 年度)

Last Sunday I went to see a movie with my father. Before the movie started, my father turned off his cell phone. Then there was an announcement, “Please turn off your cell phones.” When we were enjoying the movie, we suddenly heard a sound. ①I was surprised. It was the melody from a cell phone. It stopped quickly. The movie was very good, but I became (②). Someone didn’t turn off the cell phone before the movie started.

Some people use their cell phones in a bus or a train. They sometimes talk loudly, so the other people can hear and understand (③) they are talking about. I don’t think they are talking about important things. They are just talking.

Why do they have to use their cell phones in ④such places ? I think public places are for all of us.

Kiyoshi: Dad, do you use your cell phone every day ?

Father: Yes, because I have to keep in touch with others for business.

Kiyoshi: ⑤

Father: Oh, yes. But it is not (⑥) for talking only. We can also use it for e-mail and the Internet.

Kiyoshi: Then, what are the problems when people use their cell phones ?

Father: Well, I think some people have bad manners when they use them. I don’t use a cell phone in a public place. Do you want to have one someday ?

Kiyoshi: Yes.

Father: Then I have something to tell you. When you

Kiyoshi: Dad, I know. ⑦I will A when B . So get one for me now, Please.

Father: No. It’s too early.

Kiyoshi: Oh, Dad !

注 turn off ～ ～のスイッチを切る cell phone 携帯電話 announcement アナウンス
loudly 大声で the Internet インターネット manners マナー

- 1 下線部①について、清志が驚いたのはなぜか、日本語で説明しなさい。
- 2 本文中の②, ③, ⑥の () 内に入る適切な語を、それぞれ次のア～ウから1つ選び、記号で答えなさい。
- ② ア calm イ happy ウ angry
- ③ ア what イ when ウ where
- ⑥ ア use イ used ウ using
- 3 下線部④について、本文中では具体的に何を指していますか。日本語で2つ答えなさい。
- 4 本文中の ⑤ に入る最も適切な文を、次のア～ウから1つ選び、記号で答えなさい。
- ア Are you popular ?
- イ Is it convenient ?
- ウ Are they happy ?
- 5 下線部⑦で、清志は携帯電話を使うときのことについて、どのようなことを言ったと思いますか。 A , B に英語を入れて、英文を完成させなさい。
- 6 次のア～エの英文が、本文の内容と合っていれば○を、異なっていれば×を書きなさい。
- ア Kiyoshi turned off his father’s cell phone after the announcement.
- イ Some people use their cell phones in a public place.
- ウ Kiyoshi’s father will buy a cell phone for Kiyoshi soon.
- エ Kiyoshi understands good manners for using a cell phone.

◆ 解答用紙 ◆

1			
2	②		
	③		
	⑥		
3			
4			
5	A		B
6	ア		
	イ		
	ウ		
	エ		

◆ 問題 ◆ 14 - 4 - 6

次の英文は、高校生の真理子が宮城県と国際教育交流をしているアメリカのデラウェア州（Delaware）にある、レイクフォレスト（Lake Forest）でホームステイをしたときのことについて書かれたものです。この英文を読んで、あとの1～5の問いに答えなさい。

（宮城県 2002 年度）

Delaware is on the East Coast. Mariko stayed at Mr. Brown's house in Lake Forest, Delaware. Lake Forest is a beautiful place. She went to Lake Forest High School with Mr. Brown's daughter Judy.

Mariko joined all the classes Judy ①(ア take イ took ウ taken). Mariko enjoyed music and physical education. And she could solve the problems easily in math class. So Judy's classmates were surprised. But history was ②(understand / she / difficult / it / couldn't / that / so).

Many people raised chickens on their farms in Lake Forest and Mr. Brown was one of them. One day Mrs. Brown and Mariko went to his farm. When they entered one of the chicken houses, Mariko found that ③Judy was working there with Mr. Brown.

After Judy finished her work, Mariko asked Judy, "Do you always help your father here ?" Judy answered, "Not always. Now I really want to visit your town in Miyagi. I need the money for the trip. If I help my parents, they'll pay for my trip to Japan. So I'm working."

" " said Mariko.

" " said Judy.

"So you work very hard, Judy !" said Mariko.

" " asked Judy.

" " Mariko answered.

"Oh, so you're very busy, aren't you ? I hope you'll be a good tennis player," said Judy.

On the last day in Lake Forest, a farewell party was held before Mariko left. ⑧She had a chance to speak at the party. Her English was very good. Judy hugged her. Mariko got on the bus, and then it started. She waved her hand from the window.

注 the East Coast アメリカの東海岸 physical education 体育 raise chickens ニワトリを育てる

farewell party お別れ会 held<hold hug～ ～を抱きしめる get on～ ～に乗る

wave～ ～を振る

- 1 本文中の①の（ ）内に入る適切な語を、ア～ウから1つ選び、記号で答えなさい。
- 2 下線部②の（ ）内の語句を正しく並べかえ、英文を完成させなさい。

- 3 下線部③について、ジュディが働いていたのはある目的のためにお金を得ようとしていたからです。その目的とは何ですか。日本語で書きなさい。
- 4 本文中の ～ に入る最も適切な英文を、それぞれ次のア～エから1つ選び、記号で答えなさい。
- ア No, I don't. I'm busy with my tennis club at school. We sometimes play tennis even on Sundays,
- イ Really ? In the United States we work when we want money,
- ウ That's right. Do you sometimes work after school ?
- エ Oh, I see. I didn't work for my trip, because my parents paid for it,
- 5 下線部⑧について、次の文は、お別れ会での真理子のスピーチの一部です。（ ）内の日本語の意味を表す英文を書きなさい。

I enjoyed my stay in Lake Forest very much. You are all kind and you helped me. I've made so many friends and learned a lot here.

（日本には訪れてみたいおもしろい場所がたくさんあります）.

I hope we can meet again next year. Thank you.

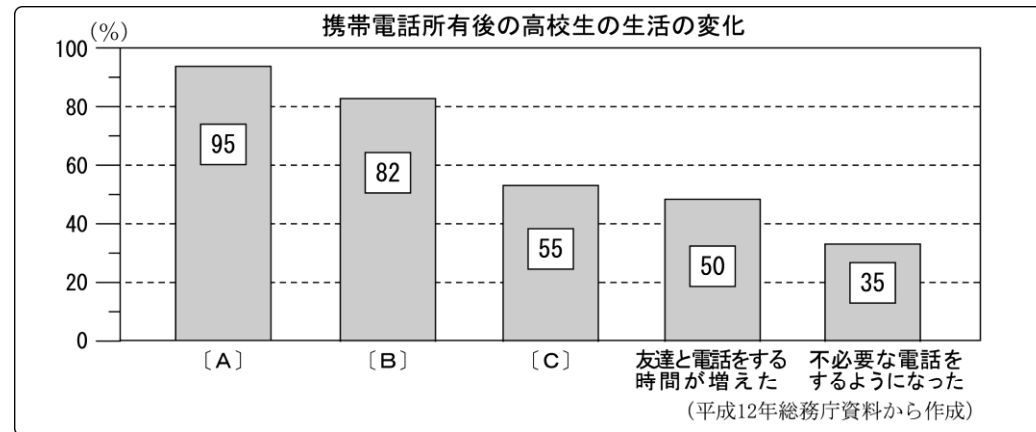
◆ 解答用紙 ◆

1			
2	But history was ().		
3			
4	④		
	⑤		
	⑥		
	⑦		
5	.		

◆ 問題 ◆ 14 - 4 - 7

次は、英語の授業で、携帯電話（mobile phone）についての意見を発表した生徒の英文とグラフ（graph）です。(1)～(4)の問いに答えなさい。

(秋田県 2002 年度)



There are some bad points about using mobile phones. For example, I've started getting many calls very late at night since I got a mobile phone. The graph shows 55% of students think so, too. And % of them think, "I talk with my friends on the phone longer than before." I often talk for a long time, too. My parents [me, using, to, tell, stop] the mobile phone at home.

But the mobile phone has some good points, too. About 80% of students think it's easy for them to call their families. More than 90% of them answered, "I can call my friends more easily than before."

The mobile phone *influences our life, so we should think about the right way of using it.

注 influence 影響を与える

(1) グラフの〔A〕～〔C〕にあてはまるものを、次のア～エからそれぞれ一つずつ選んで記号を書きなさい。

- ア 両親に注意されるようになった
- イ 友達と連絡を取りやすくなった
- ウ 夜中に電話がくるようになった
- エ 家族と連絡を取りやすくなった

(2) に入る適当な数字をグラフから選んで、その英語のつづりを書きなさい。

③ 下線部が「両親は私に、家では携帯電話を使うのをやめるように言います。」という意味になるように、
[] 内の単語を並べかえ、英文を完成しなさい。

(4) この生徒が発表の中で最も伝えたいことを、次のア～エから一つ選んで記号を書きなさい。

- ア The mobile phone is useful because we can talk with our friends very late at night.
- イ The mobile phone is useful because we can talk with our friends for a long time.
- ウ It's important for us to know how to use mobile phones in the right way.
- エ It's important for us to use mobile phones to talk to our families only.

◆ 解答用紙 ◆

(1)	[A]	
	[B]	
	[C]	
(2)		
(3)	My parents [] the mobile phone at home.	
(4)		

◆ 問題 ◆ 14 - 4 - 8

次は、高校生のベス（Beth）がサンタクロース（Santa Claus）の思い出について述べている文です。(1)～(7)の問いに答えなさい。

(秋田県 2002 年度)

It was five years ago, but I still remember that *Christmas day. Before that day, I believed Santa Claus lived in this world. I believed so because he gave me a nice *present every year and my parents always said, “Santa comes because he loves you.” But on that day, I understood there was no Santa. I was not sad to know that, but I was very happy.

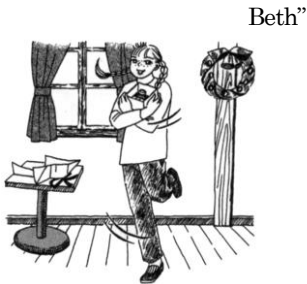
I joined a *photo club when I entered junior high school, but I didn’t have my own camera. My friend had a nice camera and said to me, (A)“Why don’t you ask your father to buy you a camera ?” I felt a little sad to hear that. I knew my family was not rich. Also, I just wanted to stay away from my father. So I didn’t ask him. I didn’t know why I was like that. I talked with my mother a lot, but not with him. I knew it was not a good thing for me and my father. On Christmas *Eve, I wrote a letter.

“Dear Santa,
I’m afraid you won’t (①) this year because I don’t think you love me. I’m a bad girl because I stay away from my father. I don’t know why I’m like that. I want to change myself, but I can’t. I feel it’s like winter staying in my heart and spring will never come.

The next day, I found a present with a card.
“Dear Beth,
I know you are a good girl. I want you to know (B)[_____]. I always love you, Beth. Santa Claus”

I was very happy to (②) the kind words and the present.
I opened the box and found a camera. “Oh, Santa ! How did you (③) I wanted a camera ?” I was so happy that I began to dance with it. Then, a small piece of paper *fell from it. I picked up the paper and found something on it — a name of a store in my town and my father’s name. It was a *warranty card for the camera my father bought.

After a few minutes, I understood everything. I understood my father always thought of me. I also remembered his eyes were always warm when he looked at me. I said in a small *voice, “I found another Santa who loves me most. I feel (C)my winter is leaving and spring is coming. I love you, my Santa.”



注 Christmas クリスマス present プレゼント photo 写真 eve 前日 fell fallの過去形
warranty card (製品などの) 保証書 voice 声

(1) 下線部(A)とほぼ同じ内容を伝える文はどれか。次のア～エから一つ選んで記号を書きなさい。

- ア You should not ask your father to buy you a camera.
- イ How about asking your father to buy you a camera ?
- ウ Why do you want to ask your father to buy you a camera ?
- エ I don’t know why you ask your father to buy you a camera.

(2) ①～③にあてはまるものを、次のア～オからそれぞれ一つずつ選んで記号を書きなさい。

- ア get
- イ make
- ウ want
- エ come
- オ know

(3) 下線部(B)にあてはまるものを、次のア～エから一つ選んで記号を書きなさい。

- ア spring will not come
- イ spring never comes after cold winter
- ウ you will have snow soon
- エ winter never stays in the same place

(4) 下線部(C)は、どのようなことをたとえているのか。具体的に日本語で書きなさい。

(5) ベスが述べた思い出の中の出来事をアに続けて古いものから順番に並べかえ、その記号を書きなさい。

- ア I believed Santa Claus lived in this world.
- イ Santa gave me a camera with a warranty card.
- ウ I understood that my father was Santa Claus.
- エ I entered junior high school and joined a photo club.
- オ I wrote in a letter to Santa, “It’s like winter staying in my heart.”

(6) ベスの話の内容を表す表題として、最も適当なものはどれか。次のア～エから一つ選んで記号を書きなさい。

- ア Spring—Santa’s other present
- イ Camera—the thing I bought
- ウ Santa—someone I don’t like
- エ Love—something Santa lost

(7) 次は、ベスが12月25日にサンタクロースに書いた手紙です。下線部①～③にそれぞれ適当な英語を一語ずつ書きなさい。ただし、答えはすべて（ ）内に示されている文字で書き始めること。

Dear “my Santa,”

I know our family is not rich, so it was ①(d) for you to buy me the present. Now I understand how ②(m) you love me. ③(T) you for everything you did for me.

I think I'll be a good girl.

Beth

◆ 解答用紙 ◆

(1)		
	①	
(2)	②	
	③	
(3)		
(4)		
(5)	ア → → → →	
(6)		
	①	
(7)	②	
	③	

◆ 問題 ◆ 14 - 4 - 9

努(Tsutomu)さんが書いた次の英文を読んで、あとの問いに答えなさい。
(山形県 2002 年度)

When I got up this morning and looked out of the window, I found everything was white and bright. It *snowed a lot during the night. In the kitchen, breakfast was ready on the table. My lunch box was also ready there. My mother gets up the earliest in my family every morning. I washed my face and ate breakfast. When I left home, my mother said, “Itterasshai,” but I said nothing. I was not very happy because I had to walk to school in the snow. Usually I go to school by bike.

There was a lot of snow on the street, so I had to walk down a *narrow path. Soon after I started to walk, a high school student came *toward me. I *stepped aside for him. But he just walked *by me without saying a word. At that time I wanted him to say something to me. A young woman came next. She was carrying a big bag, so I stepped aside again. When she walked by me, she *bowed. I felt good and smiled at her. Then an old woman came. She was so old that she was walking very slowly. I stepped aside for her, too. Then she stopped and said, “Domo arigato.” I was very happy to hear that and said, “Doitashimashite.” ①I did the same thing to these three people, but each of them did different things to me and I had different feelings each time.

When I arrived at school, I was a little tired, but I did not *care. ②Just (made / very happy / a few words / me / from the old woman). Then I remembered that I did not say anything to my mother when I left home. “How did she feel ?” I thought.

Today we can buy things, take a bus or a train, and do many other things without saying anything. But if we just say a few words, for example, “Good morning” or “Thank you,” to each other, we will feel happier. ③This is something very important that I learned today.


When I came back home in the evening, my mother said, “Okaeri.” Then I smiled and said, “Tadaima,” to her in a big *voice. My mother looked very happy.

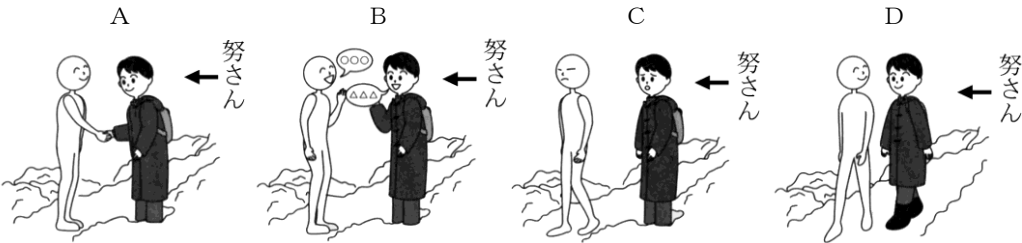
注 snowed 雪が降った narrow path (人が歩いてできた)狭い道 toward ~ ~のほうへ
stepped aside わきによけた by ~ ~のそばを通過 bowed おじぎをした
care 気にする voice 声

- 1 次の問いに英語で答えなさい。
- (1) Does Tsutomu get up earlier than his mother ?
 - (2) How does Tsutomu usually go to school ?
 - (3) Who was walking very slowly ?

- 2 本文の内容に合うものを、次のア～オから二つ選び、記号で答えなさい。
- ア When Tsutomu got up that morning, it was still dark.
 - イ Tsutomu’s mother told Tsutomu to help her in the kitchen.
 - ウ When Tsutomu left home, he did not say anything to his mother.
 - エ The young woman smiled when she saw the old woman.
 - オ After Tsutomu arrived at school, he thought about his mother’s feelings.

- 3 下の表は、下線部①の内容を具体的にまとめたものです。本文の内容に合うように、表のⅠ、Ⅱにあてはまる絵を、あとのA～Dからそれぞれ一つずつ選んで記号で答え、ア ～ ウ にあてはまることを、それぞれ日本語で書きなさい。

相 手	相手と努さんの様子	努さんの気持ちや思い
高校生	Ⅰ	<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>
若い女の人		<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>
おばあさん	Ⅱ	<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>



- 4 下線部②について、()内の語句を並べかえ、本文の内容に合う正しい英文を完成させなさい。
- 5 下線部③は具体的にどのようなことをしていますか。日本語で書きなさい。

◆ 解答用紙 ◆

1	(1)			
	(2)			
	(3)			
2				
3	I		II	
	ア			
	イ			
	ウ			
4	Just ().			
5				

◆ 問題 ◆ 14 - 4 - 10

次の英文を読んで、(1)～(4)の問いに答えなさい。

(福島県 2002 年度)

When you get up in the morning, do you say to your family, “Good morning”? Everybody knows “Good morning” is a greeting. Greetings are words you use or something you do when you meet someone. If you hear a warm greeting like “Good morning” from your friends on your way to school, you will start the day with happy feelings. Greetings sometimes give you great pleasure. In your life they have an important meaning.

When you look around the world, there are different kinds of greetings. You know in Western countries people shake hands, don't you ? Western people also hug each other when they meet. In New Zealand there is an interesting greeting. The Maori people rub their noses with each other. Shaking hands, hugging and rubbing noses are all greetings. These show each of the countries has its own greetings. () must have an important meaning for them.

When you go into a store, you can often hear cheerful greetings. How do you feel if you get such a greeting ? Maybe you can shop with happy feelings. After you leave the store, you may want to visit it again. Cheerful greetings must be important in the business world.

Conversation usually starts after exchanging greetings. It means that communication starts with a greeting. Greetings are good for human relations. So if the day begins with a warm greeting like “Good morning” from your family and your friends, you may be able to have a good day. Why don't you also give warm and cheerful greetings to them ? It's very good for you to think about the meaning of greetings.

注 shake hands 握手する hug ～を抱きしめる New Zealand ニュージーランド
the Maori people マオリ人(ニュージーランドの先住民) cheerful 元気な conversation 会話
communication コミュニケーション relations 関係

- (1) 下線部の単語の意味を答えなさい。
- (2) ()の中に入る最も適当なものを、ア～エの中から一つ選びなさい。
- ア Helping each other

イ Doing their best

ウ Touching each other

エ Making a wish

- (3) 本文の内容を踏まえて、次の質問に英語で答えなさい。
- If people hear a warm greeting in the morning, how will they start the day ?
- (4) この英文をとおして筆者が最も言いたいことは何ですか。ア～エの中から一つ選びなさい。
- ア People should know that greetings do not always give them pleasure.

イ It's important to know that there are different kinds of greetings in the world.

ウ In the business world it's difficult for people to hear cheerful greetings.

エ Greetings are so important that people should try to give them to others.

◆ 解答用紙 ◆

(1)	
(2)	
(3)	
(4)	

◆ 問題 ◆ 14 - 4 - 11

次の英文は太郎(Taro)とエミ(Emi)の家のできごとについて述べたものです。(1)～(6)の問いに答えなさい。
(福島県 2002 年度)

One day, when Taro came home from school, it was quiet in the house. He thought no one was home yet, but he found a note. It said, “I’m in my bedroom. From Mom.”

He went to the bedroom, and found his mother was in bed. He said, “Mom, I’m home. What’s (A)?” “Oh, Taro, it’s you. I thought Emi came home from her piano lesson. Taro, I came home early. I have a bad headache. I was a little sick this morning.” “Why did you go to work today?” “I thought I would get better later in the day. And this morning ①I had a very important job I couldn’t ask others to do. But in the afternoon my headache became worse and worse. I wasn’t able to stand it anymore, so I left my office early. On my way home, I went to see a doctor. I feel I’m sick and tired. I’m afraid I can’t do the housework now. Can you take care of it, Taro ? Father will be home later. ” “Sure. What should I do now, Mom ?” “Will you cook dinner and wash the bathtub ? I’ll be fine if I sleep for a few hours.”

Taro remembered his mother often said, “I’ve ②(have, with, too, my job, been, to, busy) time to rest these days.” He thought she always worked hard for him and his little sister. This time he wanted to work (B) her. He looked around in the kitchen. He decided to make something nice and warm for his mother.

Soon after he began working on dinner, Emi came home. “Emi, we have to do the housework today.” He told her to wash the bathtub. When Emi finished it, she came into the kitchen. “What’s the matter ?” “I cut my finger, but I’m all right. Help me, Emi.” The housework was not easy, but they tried hard. When their father came home, Emi said, “Mom is sick in bed now. We’ve just made dinner.” Then Taro explained everything to him. “You really cooked dinner !” Their father looked surprised.

When all the family were having dinner, Emi said, “The housework was hard, but I was glad to do it.” Taro said, “After working hard, I felt we were needed by the whole family.” Emi said, “Me, too.” “③ That’s important,” said their father. “You did a good job. Today’s dinner tastes so good,” said their mother. They all smiled.

注 bedroom 寝室 Mom お母さん lesson レスン headache 頭痛
would will の過去形 get better よくなる worse bad の比較級
stand ～をがまんする anymore これ以上 housework 家事 finger 指

(1) (A)と(B)に入る最も適当な語句を、ア～エの中から一つずつ選びなさい。

- A ア sad イ sorry ウ worried エ wrong
- B ア in front of イ instead of ウ because of エ in spite of

(2) 下線部①の意味を、日本語で書きなさい。

(3) 文中の に入る最も適当なものを、ア～エの中から一つ選びなさい。

- ア I don’t have to tell you what to do right now.
- イ Don’t do anything before he comes back.
- ウ Until that time I want you to do the housework.
- エ He will do all the housework this evening.

(4) 下線部②の()内の語(句)を正しく並べかえなさい。

(5) 下線部③の示す内容を、30字程度の日本語でまとめなさい。

(6) 本文の内容に合っているものを、ア～オの中から二つ選びなさい。

- ア Taro didn’t know his mother was sick in bed before he came home.
- イ Taro’s mother went to work because in the morning she wasn’t sick at all.
- ウ Taro noticed that something nice and warm was made by his mother.
- エ Taro and Emi did the housework easily, so their father was surprised.
- オ Taro and Emi worked on the housework without their parents’ help.

◆ 解答用紙 ◆

(1)	A															
	B															
(2)																
(3)																
(4)																
(5)																
(6)																

◆ 問題 ◆ 14 - 4 - 12

次の(1), (2)の英文は、それぞれの下にある表について書いたものです。(①)～(⑤)に入る最も適切なものを、それぞれア～エの中から1つ選んで、その記号を書きなさい。

(茨城県 2002 年度)

(1) If it is 12:35 on May 12, the next bus leaves at (①). From July 5 to August 25, the first tour starts the (②).

- ① ア 12:40 イ 12:45 ウ 12:50 エ 13:00
- ② ア later イ soon ウ fast エ earliest

WELCOME TO LONDON BUS TOUR				
Let's see all of the famous places in London. If you want to join a tour, you should go to Green Park bus stop and wait for the next bus.				
From March 28 to September 28		FIRST TOUR	※THEN EVERY	LAST TOUR
March 28 — April 25	Sat. and Sun.	9 : 45	15 minutes	16 : 30
	Mon. — Fri.	10 : 00	20 minutes	16 : 20
April 26 — May 9	Sat. and Sun.	9 : 30	15 minutes	17 : 30
	Mon. — Fri.	10 : 00	20 minutes	17 : 20
May 10 —	Every Day	9 : 30	15 minutes	17 : 30
July 5 —	Every Day	9 : 00	10 minutes	18 : 30
August 26 —	Every Day	9 : 30	15 minutes	17 : 30

※ THEN EVERY その後～ごとに

(2) In the first English class of the year, students often play an interview game to understand their classmates better. Yoshio asked these five questions to his friends:

- Question No. 1 May I have your name, please ?
- Question No. 2 (③) do you come to school ?
- Question No. 3 Have you ever (④) to foreign countries ?
- Question No. 4 What is your (⑤) sport ?
- Question No. 5 What are your hobbies ?

He wrote the answers in his interview card.

- ③ ア Where イ When ウ How エ What
- ④ ア been イ are ウ be エ were
- ⑤ ア same イ favorite ウ tired エ enough

INTERVIEW CARD				
Name (Suzuki Yoshio)				
Question No. 1	Question No. 2	Question No. 3	Question No. 4	Question No. 5
Yuka	by bike	no	volleyball	singing songs
Ayumi	by bus	no	swimming	painting, reading
Masaharu	on foot	yes	baseball	listening to music
Kensuke	on foot	yes	baseball	fishing, cycling
Megumi	by bike	no	soccer	cooking

◆ 解答用紙 ◆

(1)	①	
	②	
(2)	③	
	④	
	⑤	

◆ 問題 ◆ 14 - 4 - 13

下の英文を読んで、あとの(1)～(5)の問いに答えなさい。

(茨城県 2002 年度)

Masao has an American friend who lives in Los Angeles. His name is Tom. They write to each other very often. Two years ago Tom came to his town and met Masao. They have been friends A .

Last summer Masao was invited to Los Angeles and stayed at Tom's house for two weeks. Masao went to see famous buildings, parks, and colleges in the city with Tom. One day Tom took Masao to a home for old people. Masao was not very interested in visiting there. He once visited such a place with his friends in Japan. When he tried to talk a lot with old people there, he could not keep talking for a long time.

Tom works at the home once a week as a volunteer. Some people can't see at all, others can't walk alone. When they visited, Tom read some books to them. He also helped them to walk in the yard and to eat their lunch. Masao helped Tom to do the work. They ※acted as the eyes, the hands, and the feet for the old people. People there looked happy. Masao became happy, too. He said to himself, "What a wonderful experience!"

Then Tom said to Masao, "What kind of volunteer work do you usually do in Japan?" Masao couldn't answer the question and then said, "I have never done volunteer work before in an active way." After a while Masao asked Tom, "Why do you want to help other people?" "Well, no one can live alone. We all live together, B ? So, helping each other is important for us." he answered. Masao was touched by his words. So he asked Tom, "Please tell me how to begin doing volunteer work?" He answered, "You should do a small thing for someone first." Then Masao said to himself, "C for other people?" He thought and thought. "If I try to help my ※grandparents more often, that may be a small first step to begin doing volunteer work."

※ acted as～ ～の役目を果たした grandparents 祖父母

(1) 筆者の言いたいことを最もよく表している文を、次のア～エの中から1つ選んで、その記号を書きなさい。

- ア When you go to America, you should help old people as a volunteer.
- イ When you are in America, you should do as the Americans do.
- ウ It is important to study about volunteer work before we travel abroad.
- エ We should help each other, because we can't live without help.

(2) 本文の内容に合う文を、次のア～カの中から2つ選んで、その記号を書きなさい。

- ア Masao went to America to see Tom and to study English.
- イ Masao tried to teach Tom volunteer work in America.
- ウ Masao did volunteer work in an active way many times in Japan.
- エ Masao learned a lot about volunteer work through Tom.
- オ Masao wanted to visit the home for old people with Tom.
- カ Masao had a wonderful time at the old people's home in America.

(3) 本文中の A , B , C に入る最も適切な英語を、それぞれア～エの中から1つ選んで、その記号を書きなさい。

- | A | B | C |
|--------------|--------------|-----------------|
| ア only then | ア shall we | ア What can I do |
| イ many times | イ don't we | イ Will you help |
| ウ since then | ウ won't we | ウ How about |
| エ just now | エ is that so | エ May I ask |

(4) 次の質問に英語で答えなさい。

What was Tom's advice to Masao to begin doing volunteer work?

(5) 下線部の英文について、Masao がこのように感じていたのは、どこでの、どんな経験によるものか。25字以上、35字以内の日本語で書きなさい。ただし、句読点は文字数に含むものとする。

◆ 解答用紙 ◆

(1)															
(2)															
(3)	A														
	B														
	C														
(4)															
(5)															

◆ 問題 ◆ 14 - 4 - 14

次の英文を読んで、 1, 2, 3, 4 の問いに答えなさい。

(栃木県 2002 年度)

Jane lived near the sea with her family. She was always wearing a pendant with a picture of a dolphin. Her grandmother knew that Jane liked dolphins very much, so she gave it to Jane. When Jane saw the pendant, she always remembered her grandmother.

When Jane went swimming in the sea, she could see many dolphins. They were jumping from the water. One evening, she said to her father.

“Father, I want to swim better. Please teach me.”

“Why? You can swim well,” her father said.

“No, Father. I see dolphins in the sea every day. But they are too far from me. I want to swim with them, but I can’t,” she said.

“OK,” her father said.

Jane practiced swimming very hard with her father. A few months later, she could swim to the dolphins and she enjoyed playing with them. The dolphins also looked very happy with her.

One day, when she was swimming, a sad thing happened to her.

“Oh, where is my pendant? What should I do...?” she said. She lost her important pendant in the sea. She felt very sad and didn’t go to the sea for a few days.

Jane’s father worried and said to her.

“Listen, Jane, I can understand your feelings. But you should go swimming again. If you don’t, the dolphins will be very sad. Aren’t you their good friend?” But she didn’t go swimming.

One early morning, Jane heard strange sounds and got up. She got out of the house and found that the sounds were coming from the sea. She ran to the sea. When she arrived there, she was very happy to see several dolphins near the shore. She couldn’t believe it.

“Oh, did you come to see me? And you were calling me. I couldn’t come to see you, because I was very sad. But now I am very happy to have good friends like you,” she said and jumped into the sea. She started to swim again. The next moment all the dolphins there jumped very high together.

注 pendant＝ペンダント dolphin＝イルカ jump＝跳ぶ practice＝練習する sound＝音
shore＝海岸 moment＝瞬間

- 1 おばあちゃんが、ジェーン (Jane) にあげたものは何か。日本語で具体的に書きなさい。
- 2 下線部の「悲しいこと」とは何か。日本語で具体的に書きなさい。

3 次の 中の英文は、本文の最後の 4 行の内容を要約したものである。正しい内容となるように、(①) から (③) に入れるべき最も適切な英語を、本文中から 1 語ずつ抜き出して書きなさい。

Jane jumped into the sea and began to (①) again, because she felt very (②)
to know that the dolphins came to see her. Jane and the dolphins were good (③).

4 本文の内容と一致するのはどれか。二つ選びなさい。

- ア Jane lived near the sea and liked drawing pictures of dolphins very much.
- イ Jane went swimming in the sea because she wanted to swim with her grandmother.
- ウ Jane practiced swimming very hard with her father, but she couldn’t swim better.
- エ Jane’s father told her to go swimming again, but she was too sad to swim in the sea, until the dolphins called her.
- オ When Jane heard strange sounds and went to the shore, all of the dolphins were swimming away.
- カ The strange sounds which Jane heard one early morning were made by the dolphins near the shore.

◆ 解答用紙 ◆

1			
2			
3	①		
	②		
	③		
4			

◆ 問題 ◆ 14 - 4 - 15

次の英文を読んで、 1， 2， 3， 4 の問いに答えなさい。

(栃木県 2002 年度)

Earth is called a planet of water, because it has a lot of water. But most of the water on Earth is sea water. We can't use it for drinking or for growing plants. We can only use freshwater for these purposes, and only about 3 percent of all water on Earth is freshwater. So freshwater is very important.

Freshwater is used in many ways. For example, at home we use it for cooking, washing clothes, and taking a bath. In factories we use it for making paper or making machines cool. For farming we use freshwater to grow crops. We need a lot of freshwater to do these things.

Here is an interesting idea about freshwater: freshwater goes from one country to another. Japanese people are buying a lot of food from other countries. In those countries, a lot of freshwater is used to produce food. It means that Japanese people are using freshwater of other countries.

In other words, we are sharing freshwater with people in the world.

注 planet 惑星 freshwater 淡水 cloths 衣服 crop 穀物 produce 生産する
in other words つまり

- 1 下線部の指す内容を具体的に日本語で二つ書きなさい。
- 2 工場で淡水を使う目的は何か。本文中にあげられていることを日本語で二つ書きなさい。
- 3 本文中に「日本人が他国の淡水を使っている」とあるが、そう言えるのはなぜか。本文に即して日本語で説明しなさい。

4 本文中の に、下のA, B, Cの三つの文を意味が通るように並べて入れなさい。ただし答えはA, B, Cの記号で書きなさい。

- A Because they are buying a lot of things made in Japanese factories, and a lot of freshwater is used to produce them.
- B And we can also say that people of other countries are using freshwater of Japan.
- C Like this, people in the world are exchanging freshwater with each other.

◆ 解答用紙 ◆

1		
2		
3		
4	→ →	

◆ 問題 ◆ 14 - 4 - 16

次の英文を読んで、後の(1)～(4)の問いに答えなさい。

(群馬県 2002 年度)

One day, at the dinner table, Keita and his parents were talking about hobbies. Keita asked, “What did you like to do when you were a boy ?” His father said, “I liked to collect stamps. It’s a very interesting hobby.” His mother said, “Can you show your stamps to Keita ?” “All right,” said his father.

Keita went to his father’s room, and saw many kinds of stamps. He said, “I like these *butterfly stamps very much.” His father said, “Some of them are from foreign countries.” Then Keita said, “The butterfly in this Japanese stamp is beautiful.” His father said, “That’s an *Omurasaki. The Omurasaki is the Japanese *national butterfly. I saw many Omurasaki in the *woods when I was a boy, but I hear that Omurasaki are *disappearing.” Keita said, “Oh, really ! I want to learn more about Omurasaki on *the Internet.” He asked, “Can I use your computer ?” “Sure,” said his father.

Keita learned several things on the Internet. For example, Omurasaki sometimes fly fast like small birds. There are many groups of people who are trying to *protect Omurasaki. He said, “I want to see Omurasaki with my own eyes.” Then his father said, “OK. Let’s go to the woods I visited many years ago.” “Great !” said Keita.

The next Saturday, Keita and his parents went to the woods. They walked and walked, and then Keita’s father saw a big butterfly on the *trunk of a tree. He said, “Look ! That’s an Omurasaki ! We have found it at last.” Keita’s mother said, “Beautiful !” His father took a picture of it. They were very glad to see it. Then Keita said, “We should protect such a beautiful butterfly.” His father said, “You’re right. But some other animals are also disappearing from the earth.” Keita said, “Really ! How can we protect such animals ?” His mother said, “We should not catch them *thoughtlessly.” His father said, “*Environment is important for all living things. People should understand that.” Keita said, “I see. I want to study the environments of disappearing animals.”

注 butterfly 蝶 (チョウ) Omurasaki オオムラサキ (蝶の一種) national butterfly 国蝶
woods 林 disappear 姿を消す the Internet インターネット protect ～ ～を保護する
trunk 幹 thoughtlessly 軽率に environment 環境

(1) 次の①, ②の答えを英語で書きなさい。

- ① What did Keita’s father like to do when he was a boy ?
- ② Did Keita see any butterfly stamps from foreign countries ?

② 次の①～③が本文の内容と合う英文になるように、 _____に当てはまるものを、それぞれのア～エから選びなさい。

① When Keita’s father showed his stamps to Keita, _____

- ア Keita’s father said that it was easy to collect stamps.
- イ Keita’s father told Keita to collect foreign stamps.
- ウ Keita liked foreign stamps better than Japanese stamps.
- エ Keita found a beautiful butterfly in a Japanese stamp.

② In the woods, _____

- ア Keita said that it was difficult for him to find Omurasaki.
- イ Keita’s father found an Omurasaki and took a picture of it.
- ウ Keita’s mother said that she wanted to visit the woods again.
- エ Keita and his parents saw many kinds of beautiful butterflies.

③ After Keita and his parents saw an Omurasaki, _____

- ア Keita asked how to protect disappearing animals.
- イ Keita’s father tried to find other disappearing animals.
- ウ Keita asked his parents to tell him more about beautiful butterflies.
- エ Keita’s mother said that she wanted to take some pictures of Omurasaki.

(3) 次の①, ②の問いに日本語で答えなさい。

- ① Keita が, インターネットでオオムラサキについて知ったことは何か, 2つ書きなさい。
- ② オオムラサキを見た後で, Keita のお父さんは, 人々はどのようなことを理解すべきであると言ったか, 書きなさい。

(4) 次の英文は, Keita が書いた作文の一部である。本文を参考にして, (ア) ～ (オ) に当てはまる単語をそれぞれ1つ書きなさい。

A week ago, I saw my father’s stamps in his room. I found an Omurasaki stamp among them. I (ア) my father’s computer to learn about Omurasaki on the Internet.

Last Saturday, I went to the woods with my (イ) to see Omurasaki. We walked for a long (ウ) to find them. When we saw an Omurasaki at last, we were very (エ).

I don’t (オ) Omurasaki to disappear. I also worry about other disappearing animals. So, I will study their environments.

◆ 解答用紙 ◆

(1)	①		
	②		
(2)	①		
	②		
	③		
(3)	①		
	②		
(4)	ア		
	イ		
	ウ		
	エ		
	オ		

◆ 問題 ◆ 14 - 4 - 17

次の文章は、森林と地球の環境について健一が書いたものです。この文章を読んで、あとの(1)～(4)の問いに答えなさい。

(千葉県 2002 年度)

There are many people here in Japan and a lot of trees are used in our lives every day. (①), we need trees to build houses and to make furniture. We need trees to make paper for books, comics and newspapers, too.

Where do we get the trees that are used in our lives ? We get some trees in Japan, and some trees from foreign countries. In 1999, the percentage of the trees that we got in Japan was about 19%. We got about 19% of the trees from America, about 15% from Canada, about 8% from Australia, and about 39% from other foreign countries. In those countries, trees were cut down and sold to Japan. A lot of trees are cut down in many places, but growing trees is not (②) because it takes a long time for us to grow trees.

Cutting down too many trees causes some problems. What is happening on the earth by cutting down too many trees ? Can you think (③) anything ? By cutting down trees, we are taking away animals' places to live. Some animals will die without their homes. The earth is becoming warmer by cutting down too many trees, too. There may be other problems. We should know what is happening on the earth.

The earth is like our home. We must understand that the earth needs help. What can we do for the earth ? We can recycle paper. We can grow trees, too. We all live on the earth. We must do nice things for the earth.

注 furniture 家具 comics 漫画 newspapers 新聞 foreign 外国の
percentage パーセンテージ, 百分率 America アメリカ Australia オーストラリア
cut down 切り倒す take (時間が)かかる cause 引き起こす take away ～ ～を奪う
recycle 再利用する

(1) 本文の内容に合うように、(①)～(③)の中に入れるものは何か。次のア～エのうちから最も適当なものをそれぞれ一つずつ選び、その符号を書きなさい。

- | | | |
|---------------|-------------|------|
| ① | ② | ③ |
| ア At last | ア easy | ア by |
| イ Each other | イ important | イ at |
| ウ More than | ウ cold | ウ of |
| エ For example | エ warm | エ in |

(2) 地球のために私たちができることは、何があるか。紙の再利用の他に、本文の中で具体的に示されていることを一つ日本語で答えなさい。

(3) 本文の内容に合うように、次の対話の()の中に入る最も適当な1語を英語で書きなさい。

A : Which country sold more trees to Japan in 1999, Canada or Australia ?

B : () did.

次の文章は、本文を要約したものです。文中の(①)～(⑤)の中に入れるものは何か。あとのア～シのうちから最も適当なものをそれぞれ一つずつ選び、その符号を書きなさい。

Many people live in Japan. We need a lot of trees for making houses, furniture and paper. We (①) trees from foreign countries.

There are some (②) from cutting down too many trees. We are taking away animals' places to live. Some animals will die (③) they have no places to live. We are (④) the earth warmer.

The earth needs help. Let's try to do something (⑤) for the earth.

- | | |
|-------------|-----------|
| ア busy | キ far |
| イ problems | ク sell |
| ウ countries | ケ if |
| エ go | コ with |
| オ buy | サ making |
| カ good | シ writing |

◆ 解答用紙 ◆

(1)	①	
	②	
	③	
(2)		
(3)		
(4)	①	
	②	
	③	
	④	
	⑤	

◆ 問題 ◆ 14 - 4 - 18

次の文章を読んで、それぞれの①と②の問いに答えなさい。
(千葉県 2002 年度)

Hello, Mrs. White ! My name is Haruko. I am sixteen years old. I am happy to know that I will be able to stay at your house in America from July 27th to August 10th this summer. I am looking forward to staying in your country and learning many things. I want to visit many places and make many new friends. I like cooking and I'd like to cook some Japanese food for you. I want to try new things, too.

I still have many things to do in Japan, but I want to leave Japan now ! I am looking forward to meeting you soon.

注 look forward to ～ ～を楽しみに待つ

① 本文の内容に合うように、次の英文の(㉑)と(㉒)の中に入れるものは何か。下のア～カのうちから最も適当なものを一つずつ選び、その符号を書きなさい。

This is the letter written by Haruko (㉑) leaving Japan. She is going to stay at Mrs. White's house in America for about two (㉒). She will send this letter to Mrs. White. Haruko is busy, but she wants to go to America very soon.

- ア years
- イ after
- ウ weeks
- エ months
- オ before
- カ during

② 本文の内容に合っているものを次のア～エのうちから一つ選び、その符号を書きなさい。

- ア 春子は、アメリカに滞在している間に16歳になる。
- イ 春子は、アメリカに行くまでにすることがたくさんある。
- ウ 春子は、料理が好きではないが、日本食を作るつもりである。
- エ 春子は、8月にアメリカに到着する予定である。

◆ 解答用紙 ◆

①	㉑	
	㉒	
②		

◆ 問題 ◆ 14 - 4 - 19

次の文章を読んで、それぞれの①と②の問いに答えなさい。

(千葉県 2002 年度)

Have you ever thought about your future ? When I am asked, I always say, “I’d like to be a fire fighter.” For me, it is an exciting and important job.

When I was ten years old, I saw a movie about fire fighters. I was moved when I saw how they rescued people in the movie. I thought that I wanted to be a fire fighter. I wanted to know many things about fire fighters.

The next day, I asked my teacher about fire fighters. She told me to go to the Fire Museum in Tokyo. When I went to the museum with my father, a woman who worked there said to me, “Of course, fire fighters put out fires, but they () teach people how to prevent fires.”

I learned a lot of things from the movie and the woman at the museum. Now I know that helping people is very important. And so, I want to be a fire fighter.

注 future 将来 fire fighter 消防士 was moved 感動した rescue 救う
the Fire Museum 消防博物館 put out fires 火を消す prevent 防ぐ

① 本文の内容に合うように、()に入れるものは何か。次のア～エのうちから最も適当なものを一つ選び、その符号を書きなさい。

- ア also
- イ about
- ウ only
- エ ago

② この文章は、何について書かれていますか。次のア～エのうちから最も適当なものを一つ選び、その符号を書きなさい。

- ア 消防博物館の歴史
- イ 消防士としての父の経験
- ウ 消防博物館で働く意義
- エ 消防士になりたい理由

◆ 解答用紙 ◆

①	
②	

◆ 問題 ◆ 14 - 4 - 20

次の文章を読んで、それぞれの①と②の問いに答えなさい。
(千葉県 2002 年度)

Many people in Japan are beginning to study again after leaving school. Some people study new things or get new skills for a better job. Some people go to school to study things that they are interested in.

My sister Tomoko started learning how to use a computer two months ago. After finishing her job, she goes to school to learn how to use it. She enjoys her school. I think it is important for everyone to have the chance to study new things at any time.

注 skill 技術 computer コンピュータ chance 機会 at any time いつでも

- ① 本文の内容に関する次の質問に、英語で答えなさい。
- When does Tomoko go to school to learn how to use a computer ?
- ② 本文の内容に合っているものを次のア～エのうちから一つ選び、その符号を書きなさい。
- ア We should study only things that we like.
- イ We should have the chance to study new things at any time.
- ウ We should learn how to use a computer in high school.
- エ We should always carry computers in our bags.

◆ 解答用紙 ◆

①	
②	

◆ 問題 ◆ 14 - 4 - 21

次の文章を読んで、あとの各問に答えよ。

(東京都 2002 年度)

When I was a junior high school student, I played on the basketball team. Betty was on the same team. She played very well, and I wanted to become a good player like her.

Every Sunday, I practiced with my father in the park near my house. When he was in high school, he was the best player on his team. He often said to me, “You are getting better, Kate.” I enjoyed practicing with him.

One Saturday afternoon, our team had a game. Betty and I passed the ball to each other, and both of us did very well. I got more *points than Betty in the game. Everyone came to me and said, “You are great, Kate. You got twenty points !” I was very happy. I began to get *attention.

In the next game, Betty did not pass the ball to me. (1)I did not know why. But maybe she did not like me because I was getting attention. At first I was sad, but after some time I became angry.

When I got home, I talked with my father at the kitchen table. I said to him, “I don’t want to pass the ball to Betty. She has stopped passing the ball to me. Maybe she doesn’t want me to get points.” After a long talk, he said to me, “I understand, Kate. But if you want Betty to be good to you, you should be good to her. Pass the ball to her when she is in a good *position. She will get points. She will be glad. Then you will be able to share good feelings with her. (2)You should do that first. Then see what happens next.” I could not understand his *advice.

The next game came. It was in October. My father came to watch the game. Before the game, I thought, “I won’t pass the ball to Betty.” The game started. When I caught the ball, I heard my father’s *voice, “Pass her the ball !” But I did not. Betty and I did not pass the ball to each other. There was no *teamwork. It was very hard for us to get points.

We had only five minutes before the end of the game. We were going to *lose. I knew what I should do to get points. But I did not do that. When I caught the ball, I heard my father’s voice again, “Pass her the ball !” I still did not want to pass the ball to Betty. But near the end of the game, I finally passed the ball to her because I wanted to win. She was surprised. Then she *shot and got two points. After that, I started to pass the ball to her. She got more points. The game became exciting. We won the game.

Betty and I went home together. I said to her, “You did a very good job, Betty. I’m really happy.” She smiled and only said, “Thank you, Kate.” Maybe she wanted to say something more, but she said nothing.

When I got home, I found my father in the garden. I said to him, “Thank you, Father. Now I think I understand your advice.” He said, “I’m very happy to hear that, Kate. You had an exciting game today.”

After that game, Betty began to pass the ball to me. I also passed the ball to her. By passing the ball to each other, we got more points than before. We won most of the games. Our teamwork and our *friendship got stronger.

注 point 点	attention 注目	position 位置	advice 助言	voice 声
teamwork チームワーク	lose 負ける	shot シュートをした	friendship 友情	

〔問 1〕 (1) I did not know why. の内容を、次のように語句を捕って書き表すとすれば、 の中に下のどれを入れるのがよいか。

I did not know why .

- ア Betty did not pass me the ball
- イ Betty got more points than I
- ウ Betty did not say anything
- エ Betty was getting better

〔問 2〕 (2)You should do that first. 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 1 語を入れるのがよいか。

You should the ball to Betty first.

〔問 3〕 次の(1)～(3)の英語の文を、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。

(1) Kate began to get attention .

- ア after she got more points than Betty in a game
- イ after she heard her father’s voice during a game
- ウ after she stopped passing the ball to Betty
- エ after she shared good feelings with Betty

(2) When Kate talked with her father at the kitchen table, .

- ア she was really happy
- イ she could not understand his advice
- ウ she thought his advice was very good
- エ she did not want to win the next game

(3) After the game in October, Kate and Betty passed the ball to each other, .

- ア but they did not like each other
- イ and they practiced together in the park
- ウ but it was very hard for them to get points
- エ and their teamwork and their friendship got stronger

- 〔問4〕 次の質問に英語で答えよ。
- (1) Why did Kate finally pass the ball to Betty in the game in October ?

(2) What did Betty say to Kate when they went home together after the game ?

◆ 解答用紙 ◆

〔問1〕		
〔問2〕		
〔問3〕	(1)	
	(2)	
	(3)	
〔問4〕	(1)	
	(2)	

◆ 問題 ◆ 14 - 4 - 22

次の英文はアメリカ(America)のケリー(Kelly)さんの家に滞在した由紀さんのレポートです。これを読んで、あとの問いに答えなさい。(①～⑤は段落番号を示します。)

(富山県 2002 年度)

- ① This summer I visited America, and *stayed with Kelly and her family. I thought every house in America was very large. I was surprised to know that Kelly's house was small, but it was very *comfortable. The people were very kind. I enjoyed my stay very much and learned a lot of things from them. I will tell you some of them.
- ② One evening, we were watching TV news, and Kelly's parents began to talk about a *topic. Their *voices became bigger. I thought they were very *angry, so I said, "①I think you are sad, Kelly." "Why do you think I am sad?" she asked me. I told her why. "Oh, no. Just watch them," she said. I was surprised to see that they looked happy after their talk. They have their own ideas and like to talk about them.
- ③ One day, I *found out Kelly used a very old bag. I asked her, "Why do you use such a bag?" She said, "②I use it, because ()." All the other people in her family, her parents and brother Jimmy, also used their things for a long time. Her father's car and their kitchen table were very old. They loved them. In Japan, my mother always tells me that I must love the things I use and use them for a long time. Now I understand her words.
- ④ I learned one more thing from them. I sometimes enjoyed (③watch) TV *until late at night, but her mother didn't say, "Go to bed." She didn't (④me / get / to / up / tell), either. One night, I watched a movie on TV with Kelly until late. The next morning, she got up early *as usual but I couldn't. She came to me and said, "Come on, Yuki, it's time to get up." I went down into the kitchen and sat at table. Then the family began to eat breakfast. Her mother smiled and said, "Yuki, you are a *member of our family. Please don't forget it. O.K.?" They didn't forget that they were living together and remembered what they should do.
- ⑤ I learned these things, and I think they will be very important to me. Thank you very much, Kelly and family.

注	stay with ～	～の家に滞在する	comfortable	居心地がいい	topic	話題
	voice	声	angry	怒って	found out ～	～に気づいた
	as usual	いつものように	member	メンバー, 一員	until late	遅くまで

- (1) ①の段落では、由紀さんがアメリカに行ってみて予想外だったことが述べられています。それはどんなことでしたか。日本語で簡潔に答えなさい。
- (2) ②の段落で、由紀さんが下線部①を言った時の思いとそれを聞いたケリーさんの気持ちはどうだったでしょうか。2人の気持ちで適切と思われるものの組み合わせを、次のア～ウから1つ選んで記号で答えなさい。

ア 由 紀 「2人は意見を言い合っているだけなんだろう」
ケリー 「両親がけんかをするなんて私は悲しい」
イ 由 紀 「これはけんかに違いないわ」
ケリー 「両親は意見を言い合っているだけだ」
ウ 由 紀 「ホームステイ先の両親がけんかをするなんて悲しい」
ケリー 「両親は何に腹を立てているんだろう、しばらく様子を見よう」
- (3) 下線部②の()に、③の段落の内容から考えて適切と思われる英文を、次のア～エから1つ選んで記号で答えなさい。

ア I just got it
イ I like it very much
ウ you like it
エ my brother wants it
- (4) 下線部③の()内の watch を適切な形に直しなさい。
- (5) 下線部④の()内の語を並べかえて意味の通る英文にしなさい。
- (6) ④の段落全体から、由紀さんはこの家庭での生活を通してどのようなことを学んだと考えられるでしょうか。日本語で答えなさい。
- (7) 次の質問に英語で答えなさい。解答欄の下線部に1語ずつ書くこと。

① How many people were there in Kelly's family ?
② Yuki watched a movie until late one night. Could she get up early the next morning ?

◆ 解答用紙 ◆

(1)	
(2)	
(3)	
(4)	
(5)	She didn't (), either.
(6)	() ことが大切であること。
(7)	① _____ .
	② _____ , _____ .

◆ 問題 ◆ 14 - 4 - 23

次の文は、カナダでホームステイすることになった中学生の泰子（Yasuko）さんが書いたものです。これを読んで、あとの各問に答えなさい。

（石川県 2002 年度）

I am going to visit a family in Canada and stay with them during summer vacation. I want to tell them about my family and my town with pictures. So last week, I asked my father to help me to take pictures of many places because I had (A) pictures of the town.

Last Sunday my father took me to a lot of places (B). First, we went to a hill to take pictures of the whole town. Then we went to an old temple, a famous garden, and the beautiful sea. When we were driving near the town's largest river, he said, "When my father was a child, many people swam and caught fish in this river, and that bridge over there was made of wood." My father told me a lot about the town's past.

My father also took me to the museum. A young man working there showed us around. On the wall there were a lot of old pictures of my town. The town in the pictures was very much different from ①the one I knew. Among them, I found a picture of a bridge made of wood, and under the bridge a lot of children were swimming. I thought, "②My father's story is true !" Then I said to the young man, "I was born and brought up here, but I know little about this town. " "Sure," he answered, and told me many things, for example, the origin of the town's name, famous and great people born here, traditional arts and traditional industries. Many of them were new to me.

At that time, I visited many places and listened to many stories. And now I am very glad to know many things which I didn't know before. I would like to learn more about my town.

注 temple 寺 bridge 橋 made of wood 木製の past : 過去museum 博物館
be brought up 育つ origin 起源 traditional arts 伝統工芸
traditional industries 伝統産業

- 問1 次の(1), (2)について、() の中にそれぞれ1語を書き、質問に対する答えを完成させなさい。
- (1) Where did Yasuko and her father go first ?
They went to () ().
- (2) Before going to the museum, did Yasuko know all the things the young man working there told her ?
(), () ().

問2 文中の (A), (B) の中に入る適切なものを、それぞれ次のア～エから1つ選び、その符号を書きなさい。

- | A | B |
|----------|------------|
| ア few | ア by bike |
| イ little | イ by car |
| ウ many | ウ by ship |
| エ much | エ by train |

問3 下線部①は何を指していますか。次のア～エから1つ選び、その符号を書きなさい。

- ア the bridge
イ the picture
ウ the museum
エ the town

問4 下線部②は具体的にどのようなことですか。日本語で書きなさい。

問5 文中の の中に、その場面にふさわしい英文を書きなさい。

問6 次の質問に対する答えとして、下のア～エから最も適切なものを1つ選び、その符号を書きなさい。

- Why does Yasuko want to learn more about her town ?
- ア Because she wants to swim under the bridge made of wood like her father.
イ Because her father said, "You must know more about your town before you go to Canada."
ウ Because she learned a lot about her town, and has become more interested in it.
エ Because the family she is going to stay with in Canada asked her to tell them a lot about her town.

問7 次の文が本文の内容と合うように、ア～ウの中に入る適切な語をそれぞれ1語ずつ書きなさい。

Yasuko is going to stay with a family in Canada during summer vacation. She wants to introduce her town by showing them (ア) she took. Last Sunday, she went to a lot of places with her (イ). In the museum she saw a lot of pictures (ウ) many years ago, and listened to a lot of stories. Now she wants to know more about her town.

問8 あなたが外国でホームステイしてホストファミリーに自分の住んでいる地域を紹介するとしたら、どのようなことを紹介しますか。30語以上の英語で書きなさい。なお、文の数はいくつでもよく、符号（.,?! など）は語として数えないものとします。

◆ 解答用紙 ◆

問1	(1)					
	(2)					
問2	A					
	B					
問3						
問4						
問5						
問6						
問7	ア					
	イ					
	ウ					
問8						

◆ 問題 ◆ 14 - 4 - 24

次の英文は、中学生の Koji が夏休みにアフリカに行ったことについて書いた作文である。英文を読んで、あとの問いに答えよ。

(福井県 2002 年度)

My father has been in Africa as an NGO member for two years, and he is working in a village to teach farming now. I often get letters from him. In his letters, he writes about the life in the village. I got very interested in it, and hoped to visit him. My mother agreed, and we decided to go to Africa during my summer vacation.

We got to Africa on August 1. It took one more day from the airport to the village. It was a village with a few hundred people. We walked around with my father. I was surprised to see their life. The life in the village looked very hard. There were no electric lights there. They had to walk to the river for about one hour to get water. There was an elementary school in the village. But some children could not go to school, because they had to work for their families.

The next day, I saw a girl who was carrying water on her head. I asked her, “Do you carry water to your house every day ?” “Yes. It’s my role in my family. We help each other in my family,” she said and smiled. I talked with a boy who was just coming back from school, too. He said, “I like school very much, because I can learn many new things at school.” I also talked with a man who was learning a new way of farming from my father. The man said, “We don’t have enough food to eat. To solve the problem, we are trying very hard to grow plants that can live even in this village.”

I have learned three important things from my visit to Africa. First, I have noticed that it is important to live by helping each other in our families. Before I went to Africa, I used to think about myself only. Next, in Japan we can get things we want easily, but for the things we have, we should say in our hearts, “Thanks.” And, when we are in trouble, we should be strong and do our best to overcome the problem. The life of the people I saw in Africa was difficult. But they are strong and they try hard to solve their problems.

Through this visit to Africa, I got a good chance to think about our life in Japan. I would like to tell my friends in my school about the things I saw and learned in Africa. Then I would like to think with them about a better way to live.

注 member 一員, メンバー airport 空港 electric 電気の

- (1) 本文の内容と合うものを、次の a ～ e の中から 2 つ選び、記号で答えよ。
- a . Koji’s father is in Africa to sell food.
 - b . Koji arrived at the village on August 5.
 - c . The girl Koji saw in Africa carried water for her family.
 - d . The boy who talked with Koji could not go to school, because he had to help his father.
 - e . The people in the village were trying to solve the food problem.
- (2) Koji は、なぜアフリカに行きたいと思ったか。その理由を日本語で書け。
- (3) 本文の内容について、次の質問に英語で答えよ。
- a . How many people were there in the village ?
 - b . Did the village have an elementary school in it ?
- (4) Koji は、アフリカへの訪問から学んだことを 3 つあげている。それらを日本語で書け。
- (5) Koji は、アフリカへの訪問を終えた今、何をしたいと述べているか。日本語で書け。

◆ 解答用紙 ◆

(1)		
(2)		
(3)	a	
	b	
(4)	•	
	•	
	•	
(5)		

◆ 問題 ◆ 14 - 4 - 25

次の英文を読んで、(1)～(6)の問いに答えなさい。

(静岡県 2002 年度)

Keiko is a junior high school student. She loves books very much.

One day, at school, Keiko and her friends talked with their teacher Mr. Suzuki. Keiko said, “We are reading a book about the Grimm Brothers. We’ve just learned that the Grimm Brothers asked people to tell them old stories, collected those stories and made books.” Mr. Suzuki said, “Yes. The Grimm Brothers did so for many ㉔(child) and their families about 200 years ago.” Keiko said, “We have an idea for our school festival. We want to collect old stories and make a book like the Grimm Brothers.” “That’s interesting ! I’ll introduce Ms. Hama Tanaka to you. She is an old woman. She knows old stories the ㉕(well) of all the people near our school,” said Mr. Suzuki.

On Sunday, Keiko and her friends visited Hama at her house with Mr. Suzuki. Hama was glad, and said, “I’ll tell you some stories which I enjoyed in my childhood.” Then she told the stories. Keiko and her friends wrote them in their notebooks to remember them. Hama’s way of telling stories was wonderful. After listening to her stories, Keiko said, “You remember these stories very well !” Hama smiled and said, “Yes. When I was a little child, I helped my mother on the farm. She often told those stories to me. They encouraged me very much when I was tired.”

When Keiko and her friends left Hama’s house, they thought, “Just making a book is not enough !” So they decided to tell the old stories to the people coming to the school festival.

A month later, the school festival day came. Hama and some people of the town were invited to Keiko’s class. When they came to their classroom, Keiko and her friends gave each of them a book “Old Stories for Everyone.” Then, Keiko asked them to sit on the chairs and said, “Now we’re going to tell you the stories Ms. Hama Tanaka gave us.” Everyone in the classroom enjoyed listening to the stories. After that, Hama came to Keiko and her friends, and said, “You’ve done a good job ! Now people in our town can always enjoy the stories and will not forget them with these books.” Then they looked at each other and smiled.

注 the Grimm Brothers グリム兄弟 collect 集める (collected は過去形) childhood 子供時代 encouraged 元気づけた

② 次の質問に対して、本文の内容と合う答えを英語で書きなさい。

- ① When did the Grimm Brothers collect old stories ?
- ② What did Keiko and her friends do at Hama’s house to remember the stories ?

③ 次の質問に対して、本文の内容と合う答えを、次のア～エの中から 1 つ選び、記号で答えなさい。

Why does Hama remember the old stories so well ?

- ア Because her mother asked her to remember them on the farm.
- イ Because they were often told to her by her mother, and encouraged her.
- ウ Because she was taught how to tell them well after helping her mother.
- エ Because reading them to her mother was hard work for a little child like her.

④ はま (Hama) さんの家をあとにした時、恵子 (Keiko) たちはどのようなことをしようと決めたか。日本語で書きなさい。

⑤ はまさんは恵子たちの活動をほめている。はまさんがほめているのは、恵子たちの活動によって、町の人々にどのような良いことがあると考えているからか。日本語で書きなさい。

⑥ 次の英文は、本文中で述べられている活動について、恵子が英語の授業で発表した内容の一部である。本文の内容と合うように、①～③の () の中に、下の の中からそれぞれ 1 語を選び、補いなさい。なお、必要ならば適切な形に直しなさい。

We read a book about the Grimm Brothers, and we wanted to collect old stories and make a book like them. Then, we were (①) to Ms. Hama Tanaka by Mr. Suzuki. We visited her and (②) to the stories she told us.

We want to (③) her very much for telling us these wonderful stories.

give, thank, listen, introduce

(1) ㉔, ㉕の () の中の語を、適切な形に直しなさい。

◆ 解答用紙 ◆

(1)	㉠	
	㉡	
(2)	①	
	②	
(3)		
(4)		
(5)		
(6)	①	
	②	
	③	

◆ 問題 ◆ 14 - 4 - 26

次の文章を読んで、あとの(1)から(6)までの問いに答えよ。

(愛知県 A 2002 年度)

Kenji is thirteen years old and he is a junior high school student. He likes sports very much, and he is a member of the baseball club at school. He has a grandmother (A) near his house. She is seventy years old and she is a member of a gateball club in the town.

One day, Kenji's grandmother visited his house and said, "Next Sunday, my team has a plan to have a game with young people. So, we have to ask a family member to play with us. Kenji, you like sports very much. (①) don't you join us?"

Kenji said, "I haven't played gateball before. ②I don't (to / it / how / play / know). Is it difficult?"

His grandmother said, "It's easy. Both baseball and gateball use balls. I'm sure you'll be a good player soon." "O.K. I believe you, and I will join you," said Kenji.

The next Sunday, Kenji practiced gateball with other young people in the morning. Of course, the old people were their teachers. And in the afternoon, the team of the young people and the team of the old people had a game. They all enjoyed the game and it (B) them happy.

After the game, Kenji and other young people talked with the old people. Some old people talked about the interesting history of the town, and others talked about their happy life and so on.

Kenji said to his grandmother, "Thank you very much for asking me to play gateball. ③I (ア) a very good (イ) today. I learned a lot from the old people." His grandmother smiled and said, "I'm very happy to hear that. We are not just old. Sometimes we can be good teachers for young people." Kenji also smiled and said, "That's right. Thanks a lot, today. Let's play gateball again someday, Grandmother!"

注 member メンバー, 一員 gateball ゲートボール practice 練習する ～ and so on ～など

(1) (A), (B)のそれぞれにあてはまる最も適当な語を次の5語の中から選んで、正しい形にかえて書け。

- make
- stand
- eat
- live
- write

(2) (①)にあてはまる最も適当な語を、次のアからエまでのの中から選んで、そのかな符号を書け。

- ア When
- イ How
- ウ Why
- エ What

(3) 下線②のついた文が、「私はそれをどのようにプレーすればよいのかわかりません。」となるように、()内の語を正しい順序に並べかえよ。

(4) 下線③のついた文が、「私は今日とても楽しいときを過ごしました。」となるように、(ア), (イ)のそれぞれにあてはまる最も適当な語を書け。

(5) 次の問答が、本文に書かれていることと一致するように、(ア), (イ)のそれぞれにあてはまる最も適当な語を書け。

“Does Kenji’s grandmother think that old people are just old?”
“(ア), she (イ).”

(6) 次のアからエまでの文の中から、その内容が本文に書かれていることと一致するものを一つ選んで、そのかな符号を書け。

- ア Kenji is a college student who likes sports very much, and he is a member of the soccer club at college.
- イ Kenji has a grandmother who is fifty-seven years older than he, and she is a member of a gateball club.
- ウ The young people had a gateball game with other young people, but they did not have a game with the old people.
- エ Kenji learned a few things from the old people, and he asked his grandmother to play baseball again.

◆ 解答用紙 ◆

(1)	A	
	B	
(2)		
(3)		
(4)	ア	
	イ	
(5)	ア	
	イ	
(6)		

◆ 問題 ◆ 14 - 4 - 27

次の文章を読んで、あとの(1)から(6)までの問いに答えよ。

(愛知県 B 2002 年度)

Jiro is a college student and he has a good friend from America. His name is Brian. He has been in Japan for a month. He is very interested in Japanese. He has studied it very hard, and he has often (A) Jiro about it.

Yesterday Brian said to Jiro, “I have a question. I hear Japanese has some different words that mean the English word ‘I’.” Jiro said, “That’s right. Boys usually say boku or ore, and girls usually say watashi. My grandfather often says washi. ①Japanese has (ア) words for ‘I’ (イ) English.” Brian said, “That’s interesting. How about the word ‘you’?”

Jiro said, “When I translate English into Japanese, I often think it is strange to use anata for ‘you’. Girls may use the word anata, but I think most boys never call their friends anata. They call them kimi, omae or more often by name. When we speak to others, we usually think about our relation to them, and we change the words we use. For example, when we speak to older people, we don’t usually use the word kimi. But when we speak to younger people, we can use the word.” “I see. You’re a great (②) teacher, aren’t you?” said Brian. Brian enjoyed (B) with Jiro and he got useful knowledge about Japanese.

③Sometimes Brian’s questions (difficult / to / are / answer / too). But when Jiro answers the questions, he has a chance to think about Japanese. He has learned a very important thing — to teach is to learn.

注	translate English into Japanese	英語を日本語に訳す	most	ほとんどの
	relation to ～	～との関係	knowledge	知識
			chance	機会

- (1) (A), (B)のそれぞれにあてはまる最も適当な語を、次の5語の中から選んで、正しい形にかえて書け。
- send

talk

sound

listen

ask

- (2) 下線①のついた文が、「日本語は英語よりも『私』を表すためのことばをたくさんもっています。」となるように、(ア), (イ)のそれぞれにあてはまる最も適当な語を書け。
- (3) (②)にあてはまる最も適当な語を、次のアからエまでのの中から選んで、そのかな符号を書け。
- ア history

イ language

ウ music

エ math
- (4) 下線③のついた文が、「ブライアンの質問はときどき難しすぎて答えられません。」となるように () 内の語を正しい順序に並べかえよ。
- (5) 次の問答が、本文に書かれていることと一致するように、(ア)(イ)のそれぞれにあてはまる最も適当な語を書け。
- “When did Brian begin to live in Japan?”

“He began to live in Japan a (ア)(イ).”
- (6) 次のアからエまでの文の中から、その内容が本文に書かれていることと一致するものを一つ選んで、そのかな符号を書け。
- ア Brian is interested in Japanese and he knows it very well, so he teaches the language to Jiro.

イ When Jiro translates English into Japanese, he always thinks it is good to use the word anata for ‘you’.

ウ When Brian had questions about Japanese, he did not get any useful answers from Jiro.

エ Jiro has a chance to think about his own language by teaching it to his friend.
- 44
- <https://zaitaku-study.net>

◆ 解答用紙 ◆

(1)	A	
	B	
(2)	ア	
	イ	
(3)		
(4)		
(5)	ア	
	イ	
(6)		

◆ 問題 ◆ 14 - 4 - 28

次の文章を読んで、あとの各問いに答えなさい。

(三重県 2002 年度)

Nancy and Saori are fifteen years old. Nancy came to Japan from New York last week. They are neighbors.

Yesterday Saori invited Nancy to a welcome party. When Nancy came to Saori's home, Saori's mother said, "(①) We are going to have a party for you." "Hi, Nancy. Today I'm going to make sushi," said Saori's father. Then Saori asked, "Do you like sushi ?" "Yes, I like it very much," Nancy answered. Then Saori's father went to the kitchen with Saori's mother to make sushi. Nancy and Saori went to the living room and enjoyed talking.

An hour later, Saori's mother told Nancy and Saori to come to the table. When they were ready to eat, Saori said something. "What did you say ?" Nancy asked. "I said, '(②).' We say it before eating." Nancy said, "What does it mean ?" Saori thought for a while and said, "Maybe it means 'I will eat it.' It's a greeting before eating." "Is there a greeting (③) eating ?" "Yes, Nancy. It's 'Gochisosama.' It means 'It was good food,' I think." "Oh, I see. I've just learned two new Japanese greetings." Then Nancy said, "(②)," and started eating.

Nancy and Saori ate a lot of sushi, but they couldn't eat it all. Saori's mother looked at the sushi on the table and said, "Please take the sushi home. It's for your family." "Thank you," said Nancy. Saori's mother brought a box to the table. "Oh, it's a Japanese doggie bag !" Nancy said. "A Japanese doggie bag ? What's a doggie bag ?" asked Saori. "It's a bag or a box for leftover food," Nancy answered. "Then, what does 'doggie' mean ?" Saori asked. "It means a dog," answered Nancy. "A dog ? So, is the food for dogs ?" Saori asked again. "No, Saori. It isn't for dogs. It's for people." "Why do you call it 'doggie bag,' Nancy ?" Nancy thought for a while and said, "For example, at restaurants, when people want to take the leftover food home, they say, 'I'll give this food to my dog. Will you give me a bag ?' It is an excuse. People eat the food at home. ④I think that's the origin of this word." Saori said, "In Japan we sometimes take leftover food home in a box, but I have never heard such an interesting name for the box."

When Nancy was going home, she said to Saori, "Thank you for the party. See you tomorrow." "Thank you for coming," Saori said. Then Nancy said, "⑤I forgot to say one thing." "What is it, Nancy ?" Nancy smiled and said, "Gochisosama, Saori." Then she left Saori's house and she had the box in her hand.

注 neighbors 近所の人 a welcome party 歓迎会 the living room 居間
for a while しばらくの間 greeting あいさつ couldn't eat it all 全部は食べられなかった
doggie bag (レストランなどで、食べきれなかったものを持ち帰るための)持ち帰り袋
leftover 食べ残しの restaurants レストラン excuse 言い訳 origin 起源

(1) ①に入る最も適当なものをア～エの中から一つ選び、その記号を書きなさい。

- ア. You are welcome.
- イ. Nice to meet you.
- ウ. Excuse me.
- エ. I'm sorry.

(2) 2つの②には同じものが入る。②に入る最も適当なものをア～エの中から一つ選び、その記号を書きなさい。

- ア. Gochisosama
- イ. Konnichiwa
- ウ. Hajimemashite
- エ. Itadakimasu

(3) ③には a で始まる語が入る。適当な 1 語を書きなさい。

(4) Saori は、Nancy から doggie の意味の説明を聞いた時、doggie bag についてどのような思いがいをしたか、日本語で具体的に書きなさい。

(5) 下線部④に I think that's the origin of this word. とあるが、このことばの起源について、Nancy はどのような考えているか、日本語で具体的に書きなさい。

(6) 下線部⑤に I forgot to say one thing. とあるが、Nancy は、何を言い忘れたか、本文中から抜き出して書きなさい。

(7) 本文の内容に合っているものをア～エの中から一つ選び、その記号を書きなさい。

- ア. When Nancy came to Japan, she started to live with Saori's family.
- イ. Saori and Nancy enjoyed making *sushi* together at the party.
- ウ. When the party finished, Saori's mother gave *sushi* to Nancy.
- エ. Saori told Nancy about the origin of a doggie bag at the party.

◆ 解答用紙 ◆

(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	

◆ 問題 ◆ 14 - 4 - 29

次の文章は、久美（Kumi）さんが夏休み中にカナダに行き、Brown さんの家にホームステイ（homestay）した時のものです。これを読んで、後の1～4の問いに答えなさい。

（滋賀県 2002 年度）

When I met the Brown family in their house, Mr. Brown said to me, “[あ] This is your home in Canada, Kumi. You are a member of our family.” I was glad when I heard these words.

In the evening, when I was writing letters to my friends, Mr. and Mrs. Brown and their children were making dinner in the kitchen. They (). I thought they were making a special dinner for me.

Then Mrs. Brown said to me, “Please come to the kitchen.” I thought 【 】 So I went to the table quickly, but they were still cooking. And I sat on a chair and waited.

Soon, Mrs. Brown said to me, “[い]” I was surprised and I could not understand why she said so. But I remembered the words Mr. Brown said to me. And I thought I should help them as their family member. So I answered, “Sure.” I carried the dishes to the dinner table with one of their children. The dinner was very good.

After dinner, I said to them, “[う]” And they said, “Thank you.” Mr. Brown and I washed the dishes, Mrs. Brown put away the food, and their children cleaned the table. I was happy because I felt I was a member of the Brown family.

I thought that homestay was only to stay at someone’s house, but it was not so. I learned that homestay was to stay at someone’s home as a family member.

Now I have another home in Canada.

注 member: 一員, メンバー surprised おどろいて dish 皿 put away かたづける

- 1 [あ] ～ [う] に入れるのに最も適当なものを、それぞれア～オから選びなさい。
- ア Could you help us ?
 - イ May I help you ?
 - ウ Shall I make dinner for you ?
 - エ Of course, I can do that.
 - オ Nice to meet you.

2 _____線部が次の日本語の意味を表すように（ ）に3語以上の英語を入れて文を完成しなさい。

『彼らはとても忙しそうに見えました。』

3 【 】に入れるのに最も適当なものを、ア～エから1つ選びなさい。

- ア they were making dinner.
- イ they needed my help.
- ウ I should wash the dishes.
- エ dinner was ready.

4 久美さんのホームステイに対する考えは、ホームステイをして、どのように変わりましたか。その違いがわかるように、日本語で説明しなさい。

◆ 解答用紙 ◆

1	あ	
	い	
	う	
2		
3		
4		

◆ 問題 ◆ 14 – 4 – 30

次の英文は、学校に招かれた社会人講師（guest teacher）の話の聞いて、加代子（Kayoko）が書いた感想文である。これを読んで、問い(1)～(9)に答えよ。

(京都府 2002 年度)

This week, two guest teachers visited my junior high school and talked about their jobs. This was a good chance to think about my future.

One of the guest teachers was my friend’s mother, Ms. Suzuki. She works as a dog trainer at a school for dogs. She said, “Today many people keep dogs as pets. Some dogs are also very important partners for some people.” Then she showed us a picture and asked, “Do you know ①() the dog is doing?”

Some students shouted, “The dog is opening the door!”

It was a picture of a lady sitting in a wheelchair and a black dog opening the door for her. Ms. Suzuki said, “This woman needs a partner to help her. The dog has been her partner for two years.”

Ms. Suzuki showed us some other A , too. They showed that the same dog helped the woman in different ways. It ②明かりを消した and went shopping with her. Ms. Suzuki said, “The dog is always with the woman and helps her. When the dog helps her, she looks very happy. Then, I become happy, too. If you want to become a dog trainer, you need some knowledge and special skills, but it is more important for you to like dogs.”

I like taking care of dogs. It is wonderful to think of B others by training dogs.

The other guest teacher was a pilot, Mr. Yamada. He ③[(ア) be / (イ) used / (ウ) at / (エ) a student / (オ) to] our school.

He said, “When I was an elementary school student, I had a dream of becoming a pilot. I liked science and studied hard. When I became a student here, I began studying English for the first time. English was very difficult for me at first, but I knew I had to study hard to become a pilot. Studying English took a lot of time, but I worked hard on it. ④It is easy to have a dream, but if you don’t take action toward it, it will be gone. My English teacher knew my wish and showed me a video of her trip to Canada. I remember there was one beautiful view from a plane ⑤(fly) over the clouds. The clouds were like the sea and they were bright in the sun. Now I enjoy the same view when I fly.” Then he explained the work and the life of a pilot.

He said, “Being safe is the most important part of my job. I have to know everything about each flight such as the weather and the plane. Each flight is different and I must continue learning a lot from experience to keep people safe.”

Mr. Yamada taught me something very useful. It is important to have a purpose in my life and keep working on it. It is also important to continue learning even after getting a job, because each day

includes many different experiences.

Both of their speeches were very interesting and useful for me. There are many different jobs and a lot of things that I can learn from working people. I’d like to exchange ideas about choosing a job with many people and decide my own job in the future.

注	trainer	訓練士	keep dogs	犬を飼う	pet	ペット	partner	パートナー
	wheelchair	車いす	pilot	パイロット	video	ビデオ	view	景色
	experience	経験	speech	話	choosing	選ぶこと		

(1) 本文中の A と B に文意が通じるようにそれぞれ語を入れるとき、次のうち最も適当なものはどれか、(ア)～(エ)から1つずつ選べ。

A	B
(ア) women	(ア) helping
(イ) dogs	(イ) showing
(ウ) pictures	(ウ) training
(エ) students	(エ) keeping

(2) 本文の内容から考えて、下線部① () に入る1語をかけ。

(3) 本文中の下線部②の日本語を英語にすると、次の () に入る1語を書け。

turned the light ()

(4) 本文中の下線部③の [] 内の(ア)～(オ)を、文意が通じるように正しく並べかえ、記号で答えよ。

(5) 本文中の下線部④の内容を表すものとして最も適当なものはどれか、(ア)～(エ)から1つ選べ。

- (ア) When you have a dream and you want it to become real, you should wish for it.
- (イ) If you want to keep your dream, you should ask your teacher to help you.
- (ウ) You should go to bed earlier if you want to stop dreaming and sleep well.
- (エ) If you have a dream, you should make it your goal and try hard to get it.

(6) 本文中の下線部⑤ (fly) を文意から考えて、正しい形で書け。

(7) 本文の内容から考えて、次の問いに対する答えの文が正しいものになるように、

ア

・

イ

に入る語を1語ずつ書け。

What does Ms. Suzuki do ?

答えの文： She

ア

イ

 which will become partners to people.

(8) 次の英文は、加代子が自分の書いた感想文をもとにして、スピーチをするためにまとめ直した文章の一部である。文中の

ア

 と

イ

 に入る最も適当な1語を、それぞれ前の本文中から抜き出して書け。

When Mr. Yamada was a junior high school student, it was not easy for him to study English. But he wanted to become a pilot, so he spent a lot of

ア

 and worked hard on his English. He was studying for a purpose.

Even after becoming a pilot, he has to continue learning. He learns a lot from each flight experience, because each flight is different. He must think of a

イ

 flight first, because that is the most important part of his job.

(9) 本文の内容から考えて、加代子が二人の社会人講師の話から学んだことは何に関することであったと考えられるか、最も適当なものを(ア)～(エ)から1つ選べ。

- (ア) 交通安全
- (イ) 高齢者福祉
- (ウ) ボランティア
- (エ) 進路選択

◆ 解答用紙 ◆

(1)	A	ア イ ウ エ			
	B	ア イ ウ エ			
(2)					
(3)					
(4)	()→()→()→()→()				
(5)	ア イ ウ エ				
(6)					
(7)	ア			イ	
(8)	ア				
	イ				
(9)	ア イ ウ エ				

◆ 問題 ◆ 14 - 4 - 31

次の文は、英語の授業で、中学生のめぐみさんがカナダから来ているニコラス・スミスさんと街で出会った体験を発表したものです。これを読んで、あとの問いに答えなさい。

(兵庫県 2002 年度)

Hello, everyone. I visited my grandmother in Kobe last Sunday. She teaches the shamisen. I began to learn the shamisen in my town, so she gave me an old shamisen. On the way back to the station, a foreigner came to me on the street and spoke to me in English. “Excuse me, but will you tell me the ① to ② ③ station ? I want to go back to Osaka.” At first, I didn’t understand him, so I said to him, “You speak too fast for me to understand. Please speak slowly.” He said it again slowly. I was happy because I could understand him. With a smile, I said, “I understand you. But I cannot explain it very well. So I will go there with you.”

While we walked together, I talked with him about many things. His name was Nicholas Smith. He was from Canada. He was an English teacher at a high school in Osaka. He was interested in my shamisen when he saw it. He asked me questions about the shamisen, and I was very happy to be able to explain to him in English. He told me that he wanted to try to play the shamisen.

When we arrived at the station, Nicholas said to me, “Well, we are at the station. Thank you.” “ ④ ,” I said. After saying good-bye to him, I thought it was important to be interested in other cultures.

注 grandmother おばあさん shamisen 三味線 foreigner 外国人 explain 説明する

1 ① ～ ③ に適切な英語を 1 語ずつ入れて、「一番近い駅に行く道を教えてください。」という意味になるように英文を完成させなさい。

2 めぐみさんは、なぜ英語を聞き取ることができたのですか。日本語で簡潔に説明しなさい。

3 スミスさんの言葉に対するめぐみさんの応答として適切な英文を ④ に入れなさい。

4 本文の内容に合うものを次のア～エから 1 つ選んで、その符号を書きなさい。

- ア めぐみさんは、おばあさんに三味線をあげた。
- イ めぐみさんは、スミスさんと三味線をひいた。
- ウ めぐみさんは、三味線を習っている。
- エ めぐみさんは、将来、カナダで三味線を教えたいと思っている。

5 発表の後、クラスの友達の質問に対して、めぐみさんは、“It took about fifteen minutes to the station.”と答えました。その友達は何と質問をしたのか。主語と動詞のある英文で書きなさい。

◆ 解答用紙 ◆

1	①	
	②	
	③	
2		
3		
4		
5		

◆ 問題 ◆ 14 - 4 - 32

次の文は、テッドとジムの物語です。これを読んで、あとの問いに答えなさい。
(兵庫県 2002 年度)

Ted was a quiet boy. He was not so good at sports and he did not have good friends. He knew that he had many bad points but he did not know any of his good points.

One day, his teacher came into the room with a boy. She introduced him to the class. “His name is Jim. He will be your new friend.” “Nice to meet you. I am Jim. Be my friend, please,” said the boy. The teacher said, “Ted, Jim will sit next to you. Please show your books to him.” Ted nodded without saying a word. After the morning classes, Jim said, “Will you eat lunch with me ?” Ted nodded again.

From that day, Ted and Jim began their life together. Jim was a very active boy. He always tried to do things without help. Ted wanted to be like Jim but he knew that he couldn’t. Jim was always with Ted and he was always looking at Ted with a smile. One day Jim said to Ted, “I know your good point. You are so kind to others.” Ted listened without a word but he felt something warm inside himself. He could just say, “Thank you, Jim.”

From that time, Ted started to change. He also began to try to do things without help. Jim knew that Ted was changing. They became good friends. When they were studying together, Jim said, “Ted, I have to go again.” “Go again ? What do you mean ?” “My father has to go to another town and my family have to go with him.” Ted was very sad but he did not cry because he was a different boy.

Now Ted is forty years old. He is a teacher. He is loved by students and by other teachers. He likes his job. He often says to his students, “Everyone has a good point. If you can find it, you can change your life.” Jim lives very far from Ted now, but, Jim always lives in his heart.

注 quiet おとなしい point(s) 点 nodded nod(うなづく)の過去形 active 活発な
inside ~の中に himself 彼自身 heart 心

- 1 次の質問に主語と動詞のある英文で答えなさい。
- (1) What did the teacher ask Ted to do ?

(2) What is Ted now ?
- 2 ジムは、テッドをどのような人物だと言っていますか。日本語で簡潔に書きなさい。

- 3 本文の内容に合うものを次のア～オから 2 つ選んで、符号を書きなさい。
- ア Ted liked to talk with his friends very much.

イ Jim thought that Ted was as kind as others.

ウ When Jim said that he had to go, Ted was not happy.

エ Jim was a quiet boy, but he changed very much.

オ Ted is enjoying his work now.

- 4 現在のテッドにとって、ジムはどのような存在ですか。適切なものを次のア～エから 1 つ選んで、符号を書きなさい。
- ア the friend who works with Ted

イ the friend who lives near Ted's house

ウ the friend who often talks with Ted

エ the friend who is always remembered by Ted

◆ 解答用紙 ◆

1	(1)			
	(2)			
2				
3				
4				

◆ 問題 ◆ 14 - 4 - 33

次の文を読んで、各問いに答えよ。

(奈良県 2002 年度)

Tomoya is a high school student. He often exchanges e-mails with a girl who lives in Saipan. Her name is Lena Achen. Saipan is a small island in the Pacific. The sea around the island is ①blue and beautiful. Two days ago, Tomoya wrote to Lena about early Japanese history. This is a part of the e-mail.



In Japan, the people called Jomonjin lived from 2,300 to 12,000 years ago. Japan is an island country and some Jomonjin sailed by canoe to some islands in the Pacific....

Today, a new e-mail arrived from Lena.

Tomoya, thanks for your e-mail. I was interested in ②your story about the sails of Jomonjin.

Our island also has a long history and we sometimes study our old culture. One week ago, my class visited a small school opened by an old man, Mr. Mau Pailug. ③He teaches young people the traditional way of sailing by canoe. He has made a lot of long trips by canoe since he was young.

Mr. Pailug said to us, “More than 3,000 years ago, people on our island traveled by canoe in the Pacific. Even on the large sea, they knew the place of their canoe by watching stars at night. During the day, it was important to watch the ④sun, clouds or birds in the sky. I learned (⑤) to sail by canoe from my father. The traditional way of sailing by canoe is an important part of our old culture. So I want young people to keep it for a long time.”

In the garden, several young men were making a canoe. Mr. Pailug explained to us (⑥) to make it. I couldn’t believe such a small canoe was able to go far in the Pacific.

Then Mr. Pailug introduced Mr. Reppan to us in the garden. The two old men were good friends. Mr. Reppan told us about his long sail to Okinawa by canoe in 1975.

In late October, Mr. Reppan and five other men started from their home island. They called their canoe “Chechemeni.” It means “Think more !” in their language.

The men worked hard all the way on the large sea. They always had to think where they were. ⑦The weather changed when they came near Japan. It became colder and the wind got stronger. But they helped each other and worked harder. ⑧At last, they could arrive in Okinawa in December. They traveled three thousand kilometers for about fifty days.

⑨Now I can imagine. Long long ago, the people from Saipan sailed far in the Pacific, and possibly on some islands they met the people from Japan. What do you think ?

See you.

Lena Achen

注 e-mail: 電子メール Saipan: サイパン島 the Pacific: 太平洋 Jomonjin: 縄文人
sail: 航海 (する) canoe: カヌー (丸木舟など) traditional: 伝統的な
kilometer: キロメートル imagine: 想像する possibly: ひょっとしたら

- (1) 下線部①, ④, ⑧の語句を、それぞれ日本語に直せ。
- (2) 下線部②, ⑦の具体的な内容は何か。本文から分かることを、それぞれ日本語で書け。
- (3) ピアイルグ(Pailug)さんは、どんな思いで下線部③のことをしているのか。日本語で具体的に書け。
- (4) (⑤)と(⑥)には、同じ英語 1 語が入る。文脈から考えて適する英語を書け。
- (5) 次の(a)~(c)の文が本文の内容と合うように、()に適する英語をそれぞれ 1 語で書け。
- (a) Mr. Reppan () introduced to Lena’s class by his good friend, Mr. Pailug, in the garden.
- (b) Long ago, people in Saipan watched stars at night on the large sea to know () their canoe was.
- (c) “Chechemeni” was the () of the canoe that went to Okinawa, and the word means “Think more !”
- (6) 下線部⑨でリーナ (Lena) さんは、どんなことを想像しているのか。日本語で具体的に書け。
- (7) 本文の内容と合っているものを、次のア～カから 2 つ選び、その記号を書け。
- ア Tomoya wanted to visit Saipan next summer, so he sent an e-mail to Lena to ask about the island.
- イ Tomoya’s story about Jomonjin was so interesting that Lena asked Tomoya to tell her more about it.
- ウ Mr. Reppan sometimes visited Lena’s small school to study the old culture of Saipan with the students.
- エ When Lena saw a small canoe at Mr. Pailug’s school, she couldn’t believe it could sail far in the Pacific.
- オ Six men sailed in the Pacific by canoe for about fifty days and they arrived in Okinawa in December, 1975.
- カ Lena learned from Tomoya that people sailing by canoe had to work hard and help each other on the sea.

◆ 解答用紙 ◆

(1)	①	
	④	
	⑧	
(2)	②	
	⑦	
(3)		
(4)		
(5)	(a)	
	(b)	
	(c)	
(6)		
(7)		

◆ 問題 ◆ 14 - 4 - 34

次の英文は、美恵(Mie)が自然体験キャンプについて書いたものです。これを読み、〔問1〕～〔問3〕に答えなさい。

(和歌山県 2002 年度)

Last summer, I joined a camp in a village for a week. About twenty students and some teachers from different schools were there. I enjoyed a lot of things with them.

The second day was the most exciting day for me. We took care of animals on the farm, swam in the river, and watched stars at night. We also cooked lunch.

I had to make a fire for cooking lunch with Keiko. This was the first time for us. We got some firewood and tried to make a fire. But it wasn't very easy to do so. We asked our teacher for help. He said, "Think and try. This is important in this camp." After thinking hard, we tried several ways. Then we thought, "Firewood needs air to burn ! We have to think about the way to put firewood." At last it burned. We were really happy. This was the most interesting thing for me.

I learned an important thing in this camp. When we have something to do, we should think and try hard. Then our life will become better.

注 camp キャンプ swam < swim の過去形 fire 火 firewood 薪 air 空気
burn 燃える

〔問1〕
右の日課表は、自然体験キャンプの2日目の内容を示しています。日課表の□にはどのような活動がはいりますか。本文の内容をふまえて、日本語で書きなさい。

〔問2〕
本文の内容と日課表に合うように、次の文の()にあてはまる語句をア～エの中から1つ選び、記号で書きなさい。

The most interesting thing Mie did with Keiko started at ().

ア seven in the morning
イ eight in the morning
ウ eleven in the morning
エ two in the afternoon

2 日 目		
時 刻	活 動 内 容	
午前 6 : 00		
7 : 00	起	床
8 : 00	朝	食
	農 場 体 験	
11 : 00	火 お こ し	
午後 2 : 00	昼	食
5 : 00	水	泳
	夕	食
8 : 00	□	
10 : 00	就	寝

日 課 表

〔問3〕
本文の内容に合うように、次の文の()にあてはまる最も適切な語句を、それぞれア～エの中から1つずつ選び、その記号を書きなさい。

- (1) When Mie and Keiko asked their teacher to help them, they got some () from him.
- ア questions
イ numbers
ウ examples
エ advice
- (2) After trying several ways, Mie and Keiko had a good () for making a fire.
- ア idea
イ stay
ウ story
エ person
- (3) For Mie this camp was a good chance to ().
- ア enjoy city life
イ think and try hard
ウ learn how to live without food
エ make the world better

◆ 解答用紙 ◆

〔問1〕		
〔問2〕		
〔問3〕	(1)	
	(2)	
	(3)	

◆ 問題 ◆ 14 - 4 - 35

次の英文は、高校生の佐知子が「鮭が戻った川」という題で行ったスピーチです。これを読み、〔問1〕～〔問6〕に答えなさい。

(和歌山県 2002 年度)

Many years ago, the Ikushunbetsu River was very clean. The water of the river was used to do the wash. It was also used to grow vegetables. And in summer children enjoyed swimming and catching fish there. The river was very important for people's [A]. It was also an important place for fish and other living things. A lot of salmon were living in the river.

At the end of the 19th century, coal was found near the upper part of the river. Many people came and began to get it. To get it made the river dirty, but the people couldn't stop getting it. Salmon went to other rivers. The people living near the river were very sad. No salmon were in the river for a long time. In the 1960s, coal was not used so much. The river became cleaner. Many people in the city began to notice ㉓that. They said, "Now, we should think more about our environment and do something to protect it."

Some children in the city started learning about the environment. They studied about their river and salmon. They thought, "The salmon is a symbol of a clean river. ㉔We really (to, want, our river, to, salmon, come back) again." So they got salmon eggs and grew them at school. About four months later, the children planted their salmon in the river and said to them, "This is your river. See you again. Be careful."

Four years later, in 1991, two salmon were found in the river at last ! Many people in the city were very glad to hear ㉕the news. The children said, "They may be the salmon we planted four years ago. Our salmon have come back !" People thought, "If our river becomes cleaner, more salmon will come back. It is important for us to share the river with other living things." They began to do something to protect their environment. They also planted salmon in the river. After that, more salmon came back to the river. Several years passed, and in 2001, 359 salmon were found there. ㉖Now people in the city (hard, to, trying, keep, are) the river clean.

Rivers are [B] to fish and many other living things. But we have made rivers dirty in many parts of the world. So we should make them clean again. Now everyone, let's learn more about the environment around living things and try to find a better way to live together on our earth !

注 wash 洗濯 vegetable 野菜 living thing 生き物 salmon (複数も同じ形) 鮭
coal 石炭 found < find の過去分詞形 upper 上流の dirty 汚れた
environment 環境 protect 守る plant 放流する around ~のまわりの

〔問1〕

本文中の [A], [B] にあてはまる語の組み合わせとして正しいものを、次のア～エの中から1つ選び、その記号を書きなさい。

- ア A rights B hearts
- イ A life B hearts
- ウ A life B homes
- エ A rights B homes

〔問2〕

下線㉓の内容を日本語で具体的に書きなさい。

〔問3〕

下線㉔、㉕が本文の流れに合うように、()の中の語句をすべて用いて英文を完成させなさい。

〔問4〕

下線㉖の内容を日本語で具体的に書きなさい。

〔問5〕

本文の流れに合うように、次のア～エを並べかえ、その記号を書きなさい。

- ア After learning about the environment, some children took care of salmon and planted them in the river.
- イ The clean river was very useful to the people, and many kinds of living things were there.
- ウ Many people began to get coal, and the river became so dirty that the people living near the river couldn't see any salmon there.
- エ People could see salmon in the river again, and they began to do something to keep the river clean.

〔問6〕

このスピーチで、佐知子はどのようなことを主張していますか。日本語で書きなさい。

◆ 解答用紙 ◆

[問1]		
[問2]		
[問3]	b	We really () again.
	d	Now people in the city () the river clean.
[問4]		
[問5]	→ → →	
[問6]		

◆ 問題 ◆ 14 - 4 - 36

次の文は、中学生の恵子(Keiko)さんがタイ(Thailand)に行った経験をもとに、スピーチコンテストで発表したものです。これを読んで、各問いに答えなさい。

(鳥取県 2002 年度)

Have you ever thought about *mobile phones ? Today, I have brought the news article that I read the other day.

This article says about 60% of all high school students in Japan have mobile phones. Can you believe it ? Mobile phones are useful, but can you guess how much they *spend on them ? The article also says that about 40% of the high school students (①) mobile phones spend more than 7,000 *yen a month. Do you think 7,000 yen is a lot of money or not ? In Japan, some people may not think 7,000 yen is so (②) money, but how about in other countries ? Let me tell you about my experience in Thailand.

Last summer I visited Thailand to see my aunt. This was my first trip to a foreign country. ③ Thailand is called “the Land of Smiles”. People there looked very kind. When I met people on the street, they always gave me smiles. Their smiles made me happy.

A few days later, I saw another face of Thailand.

④

I was surprised at her answer. This experience gave me a good chance to think about children in other countries.

So, after I came back to Japan, I learned that there are many suffering children in the world from the Internet. *UNICEF says that in *developing countries twenty children die every minute *because of pneumonia and various infectious diseases. One of the ways to save the children is to give them *vaccines. Do you think it costs a lot to give them vaccines ? In fact, we can save 350 children with 7,000 yen. This means we can buy vaccines for one child with only (⑤) yen.

⑥A little pocket money goes a long way. We are all living together on this earth. What can we do for people all over the world ? We have to think about that. The 21st *century should be a time of sharing.

注 mobile phones 携帯電話 spend on (お金を)使う・費やす yen 円
UNICEF ユニセフ(国連児童基金) developing countries 発展途上国
because of pneumonia and various infectious diseases 肺炎やさまざまな感染症が原因で
vaccines (病気を予防する)ワクチン century 世紀

問1 本文の内容と一致するものを、次のア～カから2つ選び、記号で答えなさい。

- ア 日本では、約60%の高校生が毎月7000円以上のお金を携帯電話に使っている。
- イ 恵子さんは、世界の子どもたちのようすを知るために、まずタイを訪問した。
- ウ 恵子さんは、インターネットを使ってタイの子どもたちと情報交換をした。
- エ 発展途上国では、1分間に20人の割合で子どもたちが亡くなっている。
- オ 感染症などの病気にかかった子どもたちを救うためには、ワクチンを与えるしかない。
- カ 21世紀は人々が助け合い、分かち合う時代である。

問2 (①)にあてはまる最も適当なものを、英語2語で書きなさい。

問3 (②)にあてはまる最も適当な語を、次のア～エから1つ選び、記号で答えなさい。

- ア much
- イ little
- ウ no
- エ enough

問4 下線部③について、恵子さんは実際にどのような体験をして、このことを実感しましたか。日本語で書きなさい。

問5 ④には、次のア～エの文が入ります。意味がとおるように並べかえ、記号で答えなさい。

- ア I said to my aunt, “What are they doing ?”
- イ One night I was walking along the street with my aunt.
- ウ “They are working for their families even at night,” she said.
- エ Then I saw little children who were standing with some fruit and small bags.

問6 (⑤)にあてはまる数を数字で書きなさい。

問7 下線部⑥が表している内容として最も適当なものを、次のア～エから1つ選び、記号で答えなさい。

- ア わずかな小遣いでは、多くのものを買うことはできない。
- イ わずかな小遣いでも、携帯電話を持つことができる。
- ウ わずかな小遣いでも、多くの子どもたちを救うことができる。
- エ わずかな小遣いでは、蓄えるのに時間がかかる。

◆ 解答用紙 ◆

問1		
問2	() ()	
問3		
問4		
問5	→ → →	
問6		
問7		

◆ 問題 ◆ 14 - 4 - 37

靖子（Yasuko）さんは授業で地球環境について学びました。次の英文は、そのあとで靖子さんが英語の授業でスピーチをしたときのものです。これを読んで、あとの問1～問7に答えなさい。

（島根県 2002 年度）

Hi, everyone. Do you remember that the earth is getting warmer? It is now about 0.5℃ warmer than in 1950. You know it's a big problem. Look at (1)Graph 1. You can see that the earth will become a much hotter place in the future. Scientists say that many problems will happen all over the world.

What makes the earth warmer? Maybe you know the answer. Too much CO₂. The 〈注1〉 amount of it in the air is getting larger every year. Now, please look at Graph 2. (2)The amount of CO₂ produced in the United States is the largest in the world. China comes second. How about Japan? The graph shows that Japan also produces a lot of CO₂. Every country is now trying hard to 〈注2〉 reduce it. Everyone should do something for our earth.

What should we do? (3)I have two ideas. First, we should stop using too much 〈注3〉 energy. When energy is produced, a lot of CO₂ is usually made. 〈注4〉 Turn off the TV when you are not watching it. Using a bus or a train is better than using a car. Try to ride a bike or walk if you can. Second, we should try to save the forests. Trees are very important. They reduce CO₂ in the air because they need it to grow. But many trees are cut down to make paper. Just remember that we use a lot of paper every day. Don't 〈注5〉 throw away notebooks you can still use. Use paper bags again and again. These are small things, but if everyone works together, we can help to save the earth. Can you think of other things that we can do?

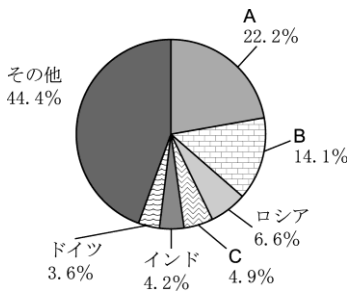
(4)Global warming is a big problem. We have to try to find something to stop it and do everything to save the earth. Please think of what you can do, and talk about it with your family. Thank you.

Graph(グラフ)1

?

Graph(グラフ)2

二酸化炭素(CO₂) 国別排出状況

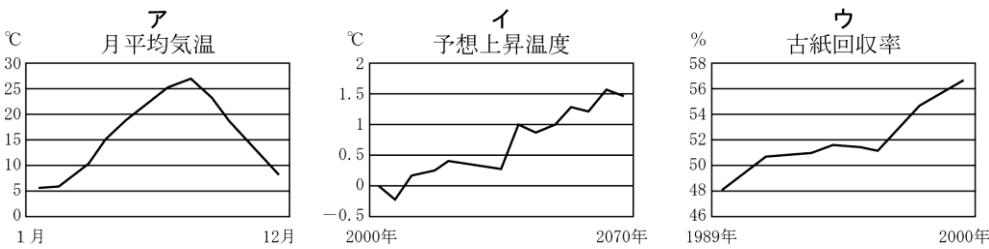


- 注1 amount 量
注2 reduce 減らす
注3 energy エネルギー
注4 turn off (電気などを) 止める, 消す
注5 throw away 捨てる

問1 靖子さんが言いたかったことをふまえて、このスピーチに題名をつけるとすればどれが最も適当か、次のア～エから選び、記号で答えなさい。

- ア Why Will the Earth Become Warmer?
イ How Is Energy Produced?
ウ What Can We Do to Save the Earth?
エ Why Are Trees Important?

問2 下線部(1)の、靖子さんがスピーチのときにクラスみんなに見せたGraph (グラフ) 1は次のア～ウのうちどれか、最も適当なものを選び、記号で答えなさい。



問3 下線部(2)の英文について、意味のまとまりのあるところで一か所区切って読むとすればどこが適当か、最も適当なところを下のア～オから選び、記号で答えなさい。

The amount ア of CO₂ イ produced ウ in the United States エ is the largest オ in the world.

問4 Graph (グラフ) 2のA, B, Cの国名はそれぞれ何か、次のア～エの組み合わせから正しいもの一つを選び、記号で答えなさい。

- | | | | |
|---|---------|---------|---------|
| ア | A: アメリカ | B: 中国 | C: 日本 |
| イ | A: アメリカ | B: 日本 | C: 中国 |
| ウ | A: 中国 | B: 日本 | C: アメリカ |
| エ | A: 日本 | B: アメリカ | C: 中国 |

問5 靖子さんはスピーチの原稿を書くために次のようなメモをつくりました。(ア)～(ウ)に適当な英語をそれぞれ三語ずつ入れてメモを完成させなさい。

I. 導入 The earth is getting warmer.

II. 本文 (A) Why?

1. Too much CO₂ makes (ア).
2. Many countries produce a lot of CO₂.

(B) What can we do? …Two ideas.

1. We (イ) too much energy.
2. We should try to (ウ).

III. 結論 We must do something to stop global warming.

問6 下線部③にあるように、靖子さんは二つのことを提案しました。それぞれの提案について靖子さんはどのような具体的な例を示しましたか。次の(a)～(c)に適当な日本語を入れなさい。

一番目の提案について の具体例	1. テレビを見ていないときにはテレビを消すこと。 2. (a) 3. (b)
2 番目の提案について の具体例	1. まだ使えるノートは捨てないこと。 2. (c)

問7 下線部④の“Global warming”は、靖子さんがこのスピーチで取りあげた環境問題を表す言葉です。この言葉の意味を本文の内容から推測して日本語で説明しなさい。

◆ 解答用紙 ◆

問1		
問2		
問3		
問4		
問5	(ア)	() () ()
	(イ)	() () ()
	(ウ)	() () ()
問6	(a)	
	(b)	
	(c)	
問7		

◆ 問題 ◆ 14 - 4 - 38

次の英文は、中学3年生の Yoshio が述べたものである。①～⑤に答えなさい。
(岡山県 2002 年度)

I'm in the soccer team of my school and practice soccer almost every day.

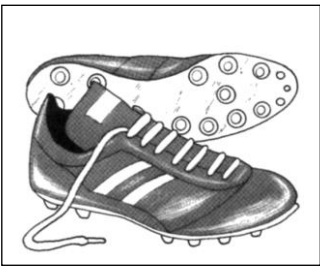
Last Sunday our team played a game and won it, but I didn't do well in the game. That night when I was having dinner with my family, my father said to me, "What was the matter today ? (ア) You were not so careful and didn't do well in the game." I said, "I was too nervous. When I'm too nervous, I don't know what to do. If I play the next game, our team may not win it." He looked very sad and said, "Yoshio, that is going to be your last game. You have played soccer for almost three years. You should know what to do."

The next day, when I came home from school, my mother said to me, "As you know, your father was the best player in his soccer team when he was a student, but you don't know he got sick just before his last game and could not play it." I cried, "Really ? He has never told me (イ) that." She said, "He wanted to play the last game, but he had to stay in the hospital. He really wants you to play your last game." "Now I understand why my father looked so sad last night."

That night I wanted to talk with my father and went into his room. Then he stopped (ウ) read and looked at me. "Mom told me about the last game of your soccer team," I said. "Oh, did she ?" he said. "I have realized how you feel about me. (エ) I am going to do my best in the last game next Sunday." He smiled and said, "I'm glad to hear that. I really wanted to play my last game, but I couldn't. I will never forget the day of the game. I was crying that day." He brought his soccer shoes and said, "These are the shoes I used when I was a student. If you are too nervous before the game, look at these shoes and think of me."

Tomorrow is my last game. I'm a little nervous now, but I think I'll do well in the game, because I have the shoes with me. And I want to try hard to win the game and make my father happy.

注 play a game 試合をする(試合に出場する) nervous 緊張した do one's best ベストを尽くす
try 努力する



Yoshio's father's soccer shoes

- ① 下線部(ア)の理由は何か。次の書き出しに続けて日本語で答えなさい。
- ① Yoshio は緊張しすぎてあがってしまうと、 から。
- ② 下線部(イ)の内容を、次の書き出しに続けて具体的に日本語で説明しなさい。
- ② Yoshio の父が こと。
- ③ 下線部(ウ)の単語を、最も適当な形にかえて書きなさい。
- ④ (エ) に入れるのに最も適当なのは、(1)～(4)のうちではどれですか。
- (1) Don't be late.
(2) I gave up.
(3) Mom will be sorry.
(4) Don't worry.
- ⑤ 本文の内容と合っているのは、(1)～(5)のうちではどれですか。二つ選びなさい。
- (1) Yoshio began to play soccer almost three years ago.
(2) When Yoshio went into his father's room, his father was talking with his mother.
(3) Yoshio's father still remembers the day of the last game of his soccer team.
(4) Yoshio liked his father's shoes because his father used them in the last game of his team.
(5) Yoshio will not be nervous in his last game because his father will not come to see it.

◆ 解答用紙 ◆

①	
②	
③	
④	
⑤	

◆ 問題 ◆ 14 - 4 - 39

次の英文を読んで、あとの1～7に答えなさい。

(広島県 2002 年度)

Takashi is a high school student. Takashi and his family stayed in an old and beautiful city of the United States for a year. Takashi's father taught science at college there. Takashi had a good friend, Jim. Takashi and Jim went to the same school. Takashi enjoyed his life in the United States very much.

One day, Takashi was talking with Jim at lunch. Jim asked Takashi, "Are you interested in baseball?" Takashi said, "Yes, very much." Then Jim asked, "Would you like to go to the ballpark tomorrow? My father has some for a Major League Baseball game." Takashi said, "Great! I've wanted to watch a Major League Baseball game for a long time." Jim said, "There is a great Japanese pitcher on our team. ①He (years for baseball has seven played) in Major League Baseball. On the other team there is a Japanese batter. Maybe you can see both players tomorrow." Takashi said, "It will be fun. I can't wait!"

The next day, Jim's father took Takashi and Jim to the ballpark by car. It was full of people. The green field was so large and beautiful that Takashi could not say anything. Before the game, they bought some hot dogs and juice.

Then the game began. The first batter was Japanese. Takashi said, "Oh, two Japanese are really playing!" Jim's father said, "It's not easy to play on a Major League Baseball team. Playing on a Major League Baseball team is ②a dream for many baseball players. These two Japanese players are loved by many people in the United States." Takashi said, "I'm very happy. They have a lot of fans in both Japan and the United States." Then Takashi asked, "How many teams are there in Major League Baseball?" Jim's father answered, "There are thirty teams. Big cities in the United States have their own baseball teams." Jim said, "Two teams in Major League Baseball are from Canada. There are a lot of players from different countries. The chance for baseball is always given to the players who try very hard." Takashi said, "Wonderful! I hope Major League Baseball will have more Japanese players." Then Jim's father said, "Baseball was first played here in the United States, and it is becoming more international."

When all the people were really enjoying the game, Takashi heard some music. It was the music played at Major League Baseball games very often. Then the people started to sing the song together. That song made the players and the people more excited. Takashi thought that the people became good friends through the game.

He lives in Tokyo with his family now. On fine days, ③Takashi and his father often play catch in a park. Takashi still remembers his wonderful time in the United States. He hopes that he will visit that old and beautiful city to watch one of the most popular sports again.

注 ballpark 野球場 pitcher 投手 field グラウンド
Major League Baseball 大リーグ (アメリカ合衆国のプロ野球リーグ) hot dog ホットドッグ
batter 打者 chance 機会 excited 興奮している play catch キャッチボールをする

- 1 次の①・②に対する答えを、日本語で書きなさい。

(1) たかしとジムは、だれに野球場まで連れて行ってもらいましたか。
(2) ジムは、大リーグにカナダのチームが何チームあると言っていますか。
- 2 次のア～エの中で、本文中の にあてはまる最も適切な語を選び、その記号を書きなさい。

ア balls
イ books
ウ CDs
エ tickets
- 3 本文中の下線部①が意味の通る英文になるように、()内の語を並べかえて、英文を完成させなさい。
- 4 本文中の下線部②について、その内容を具体的に表している部分を本文中から抜き出して書きなさい。
- 5 次の①・②に対する答えを、英語で書きなさい。

(1) What did Takashi's father teach at college in the United States?
(2) Was baseball first played in Canada?
- 6 次のア～エの中で、本文の内容に合っているものを1つ選び、その記号を書きなさい。

ア Takashi and Jim went to the same school in Tokyo.
イ Takashi and Jim's father did not see any Japanese players in the ballpark.
ウ Takashi heard some music played at Major League Baseball games.
エ Takashi and his family still stay in the United States.
- 7 本文中の下線部③について、次の対話は、ある日二人がキャッチボールをしながら話したものです。この対話の に、あなたの考える内容を英語で自由に書いて、対話を完成しなさい。

Takashi : I remember Major League Baseball.
Father : What do you want to do if you can go to the United States next time?
Takashi : I want to go to the old and beautiful city. I want to watch the baseball games there. And .

◆ 解答用紙 ◆

1	(1)	
	(2)	
2		
3		
4		
5	(1)	
	(2)	
6		
7		

◆ 問題 ◆ 14 - 4 - 40

次の英文を読んで、あとの(1)～(4)に答えなさい。

(山口県 2002 年度)

Hiroshi goes to junior high school in a town. When he was ten, his family came to live in this town with many trees and flowers.

Hiroshi's house has a garden. Small birds come to the garden every morning. Hiroshi enjoys the (A) of the birds when he gets up. There is a tall tree in the garden. On sunny days, Hiroshi likes sleeping in the shade of the tree.

One summer day last year, Hiroshi and his mother were in the garden. He was helping his mother. Then, his mother said, "Did you see that ? Up in the tree." Hiroshi looked at the tree. "Yes, I can see two birds," said Hiroshi. "They came yesterday, too. They are making a nest," his mother said. "A nest ?" asked Hiroshi. "Yes. Chicks will come out of eggs in about two weeks," his mother answered. "Are you sure ? In two weeks ?" said Hiroshi. He got very excited when he thought of (B)the day.

One evening, it rained very hard. Hiroshi said to his mother, "Are the birds and their eggs (C) in the tree ?" "Don't worry. Their life is always full of danger, and they know what to do. They have found our tree and made their nest. Our tree is strong," his mother said. It continued raining for the next four days.

The day came. Hiroshi walked to the tree quietly and looked at the nest up in the tree. Then he went to his mother in the kitchen and said, "I couldn't see chicks but I think I heard something from the nest." There were two young little birds in the nest.

A month passed. The young birds were as big as their parents. "They are leaving soon," Hiroshi's mother said. "Will the birds come back ?" asked Hiroshi. "I believe the parents will come here again," answered his mother.

Hiroshi's mother was (D) . The birds have come back to the garden of his house this year. Hiroshi's family wants to see new chicks again.

注 nest 巣

(2) 下線部(B)で「その日」とあるが、その日とはどんな日のことか。日本語で答えなさい。

(3) 本文の内容に合うものを、次の1～4から1つ選び、記号で答えなさい。

- 1 Hiroshi's family came to live in the town ten years before he was born.
- 2 Hiroshi's mother didn't know two birds were making their nest in the garden.
- 3 Hiroshi's family noticed that the eggs in the nest were broken one summer day.
- 4 Hiroshi's mother thought the young birds were ready to fly away from the nest.

(4) 次は、Hiroshi がある日の放課後、学校で、スミス先生 (Ms. Smith) と話した内容の一部である。文中の下線部(a)～(d)に入る適当な英語を、1語ずつ答えなさい。

Hiroshi: The birds have come back. I'm happy.

Ms. Smith: Well, maybe the birds in your garden like this town (a) there are many beautiful trees and flowers. I like this town, too.

Hiroshi: My mother says they will have chicks this year again.

Some of my friends want to (b) my house to see the chicks.

Ms. Smith: Do they ? Well, Hiroshi, I have some books about birds. I'll (c) them to school tomorrow, and let's look at them together.

Hiroshi: Really ? Thank you.

Ms. Smith: Hiroshi, I have a question. I hear there is a famous big tree in this town.

Hiroshi: Do you mean the tree which is two hundred and fifty years old ?

Ms. Smith: You know (d) the tree is, don't you ?

Hiroshi: Yes. It's on the hill near my house.

Ms. Smith: Oh, I'd love to see it.

(1) 下線部(A), (C), (D)には、次の1～4のうち、どれを入れればよいか。それぞれ1つ選び、記号で答えなさい。

- | | | | | |
|-----|----------|---------|-----------|----------|
| (A) | 1 prizes | 2 songs | 3 forests | 4 wishes |
| (C) | 1 safe | 2 fast | 3 strange | 4 short |
| (D) | 1 wrong | 2 poor | 3 right | 4 rich |

◆ 解答用紙 ◆

(1)	(A)	
	(C)	
	(D)	
(2)		
(3)		
(4)	(a)	
	(b)	
	(c)	
	(d)	

◆ 問題 ◆ 14 - 4 - 41

次の英文は、直子さんが書いたものである。これを読んで、(1)～(7)に答えなさい。
(徳島県 2002 年度)

I live in Tokyo with my father, mother and little brother, Hideki. I have a grandfather who lives alone in a village in the mountains. I visit him every summer with my family.

When we visited him last summer, he took us to a river near his house. I enjoyed swimming with my father and Hideki. I saw some small fish and tried to catch them. They were (①) quick that I couldn't catch any of them. After playing in the water for some time, we had a barbecue by the river. Some of the vegetables were from my grandfather's garden. They were very good. We had a very good time. My grandfather looked very happy.

That night, my mother asked my grandfather, "Isn't it hard for you to live alone? How about living with us in Tokyo?" He said, "Thanks a lot. That's very kind, but ②I want to stay in this village. I have many friends here. I go to the haiku club every Thursday. I enjoy growing fruit and vegetables. I also enjoy sending some of them to you in Tokyo. I can do many things here. And you all sometimes come and see me. I don't feel lonely at all." I knew it was (③) for him to live in his village.

My grandfather said, "Now, I pick beautiful leaves from some trees in the mountains. They are sent to Tokyo and other big cities. I hear they are used in Japanese-style restaurants. I use a computer because I can find what kinds of leaves are needed. I can find how much money I can get for them, too." I didn't know he could get ④such information through a computer, so I was very surprised.

I said, "Grandfather, I'm learning how to use a computer at school. Do you know e-mail?" He said, "No. What is it?" I answered, "It's a kind of letter. We can send messages with computers. I'll send you an e-mail from Dad's computer. Let's send e-mails to each other." My parents said, "That's a good idea."

⑤I showed him how to use e-mail during my stay there. It took several days. I was happy because he enjoyed it. Then, I decided to send him a lot of e-mails.

Since then, my grandfather and I have sent many e-mails to each other. My family all look forward to reading e-mails from him.

注 grandfather 祖父 alone ひとりで quick すばやい barbecue バーベキュー
vegetable 野菜 lonely さびしい restaurant レストラン information 情報
e-mail 電子メール look forward to ～ ～を楽しみに待つ

(1) (①) に適する語を、ア～エから 1 つ選びなさい。

- ア too
- イ so
- ウ much
- エ very

(2) 下線部②の理由のうち 2 つを日本語で書きなさい。

(3) (③) に最も適する語を、ア～エから 1 つ選びなさい。

- ア strange
- イ sad
- ウ harder
- エ better

(4) 下線部④は 2 つのことがらをさしている。そのうちの 1 つを選び、日本語で書きなさい。

(5) 下線部⑤を、there のさす内容を具体的に示して、日本語にきなさい。

(6) 本文の内容と合うものを、ア～オから 2 つ選びなさい。

- ア Naoko goes to see her grandfather every summer with her family.
- イ Naoko asked her grandfather to live with her in Tokyo.
- ウ Naoko's grandfather sometimes misses his family very much.
- エ Naoko's grandfather learned how to use a computer at a school.
- オ Naoko has sent a lot of e-mails to her grandfather since last summer.

(7) 次の文は、直子さんが初めて祖父に送った電子メールを英語にしたものである。(④)～(⑥)に適する語を、それぞれ 1 語ずつ書きなさい。

Hi, Grandfather. I (④) staying at your house very much. I remember many things you did for me. Thanks for everything. Today I am (⑤) my homework for the summer holidays. Tomorrow you'll go to the haiku club, won't you? I'd like to see some of your haiku. You are busy every day, so take care (⑥) yourself. Please write soon. See you.

◆ 解答用紙 ◆

(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)	㉠	
	㉡	
	㉢	

◆ 問題 ◆ 14 - 4 - 42

次の英文を読んで、あとの(1)～(9)の問いに答えなさい。

(香川県 2002 年度)

One day, when Kumiko was having dinner with her family, her father said to her, “How ① having a family trip this summer ? Where do you want to go ?” She answered, “②I want to visit *Hokkaido.” Her father asked, “Why do you want to go there ?” She answered, “I’m interested in animals living in Hokkaido.” Her mother said, “I want to see beautiful lakes.” Kumiko asked her mother, “③ ?” She answered, “No, I’ve never been there. I’ve wanted to visit Hokkaido for a long time.” Kumiko’s father said, “O.K. Let’s go to Hokkaido and enjoy great *nature.” Kumiko said, “How nice ! I’ll make a plan.”

The next day, when Kumiko was in the library, her friend talked to her, “What are you doing ?” Kumiko answered, “I’m looking for some good places in Hokkaido for our family trip. But I don’t know what places we should visit.” Her friend said, “I have an uncle who lives in Hokkaido. I think he can help you. Why don’t you write to him ?” That evening Kumiko wrote a letter to him. She said in the letter, “We are going to Hokkaido on a family trip this summer. ④(any to are visit good there places) ? Please give me your advice.”

A week later, Kumiko got a letter from Hokkaido. There was a lot of useful *information in the letter. It said, “I know several good places. They still have great nature. So you can have a chance to see cute animals. ⑤These places are not very famous, but you will be able to have fun there.” The advice in the letter ⑥ a lot when she tried to make a plan.

After studying many things about Hokkaido, ⑦Kumiko made a plan at last. She showed it to her parents. Then her father said, “⑧ .” Her mother said, “I love the plan, too. Thanks.” They were very glad because Kumiko made a plan without their help. Kumiko said, “It was not easy to make this plan, but I’ve *found I can get great pleasure from learning something new.”

注 Hokkaido 北海道 nature 自然 information 情報 found find の過去分詞

(1) ①の 内にあてはまる語は、次のア～エのうちのどれか。最も適当なものを一つ選んで、その記号を書け。

- ア about
- イ for
- ウ on
- エ from

(2) 下線部②に、I want to visit Hokkaido. とあるが、久美子が北海道に行きたいと思っているのはなぜか。その理由を述べた一文を本文中から見つけて、その文の意味を日本語で書け。

(3) ③の 内には、久美子の質問が入る。お母さんの返事を参考にして、その質問を4語以上の英文一文で書け。ただし、疑問符、コンマなどの符号は語として数えない。

(4) 下線部④の () 内のすべての語を、意味が通るように、正しく並べかえて書け。

(5) 下線部⑤の意味を日本語で書け。

(6) ⑥の 内にあてはまる語は、本文の内容からみて、次のア～エのうちのどれか。最も適当なものを一つ選んで、その記号を書け。

- ア thanked
- イ sold
- ウ thought
- エ helped

(7) 下線部⑦に、Kumiko made a plan at last. とあるが、久美子は、旅行の計画をつくり終えて、どのようなことがわかったか。わかったことを述べた最も適当な部分を本文中から見つけて、その意味を日本語で書け。

(8) ⑧の 内にあてはまるものは、本文の内容からみて、次のア～エのうちのどれか。最も適当なものを一つ選んで、その記号を書け。

- ア You have to help your friend
- イ You did a wonderful job
- ウ You made a terrible plan
- エ You should change your idea

- ⑨ 次の㉖～㉗のうちから，本文中で述べられている内容に合っているものを二つ選んで，その記号を書け。
- ㉖ Kumiko’s father wanted to visit Hokkaido, and he made a good plan for the family trip.
 - ㉗ Kumiko’s mother showed interest in mountains in Hokkaido, but she didn’t show much interest in beautiful lakes there.
 - ㉘ Kumiko wrote a letter to her friend’s uncle in Hokkaido to get his advice and got the answer from him.
 - ㉙ Kumiko stopped making a plan for the family trip to Hokkaido, because she couldn’t get useful advice from her friend.
 - ㉚ Kumiko’s parents were very happy when she showed them her plan for the family trip to Hokkaido.
 - ㉛ Kumiko could easily make a plan for the family trip to Hokkaido because of her father’s advice.

◆ 解答用紙 ◆

(1)	
(2)	
(3)	()?
(4)	()?
(5)	
(6)	
(7)	
(8)	
(9)	と

◆ 問題 ◆ 14 - 4 - 43

次の英文を読んで、1～7の問いに答えなさい。

(愛媛県 2002 年度)

Last year, Yoshio's English teacher who came from Canada said to his class, (A)“Let's use the computers to write letters in English, and then send them to the students in my hometown in Canada through the Internet.” The letter sent through the Internet is called an e-mail. A lot of people are now using e-mails.” Yoshio was excited to know that he could use a computer, but he thought writing a letter in English was difficult. Then the teacher said, “ (B) Only a few lines are all right. First, introduce yourself and ask something in English. Don't worry. I will help you.”

Yoshio wrote, “My name is Yoshio Kimura. I live in a small town. I want to make friends with you.” He also asked, “What kind of music do you like the best? What sport do you do?” Two days later, Yoshio's class received e-mails from Canada. They were surprised, because the answers came very quickly. When Yoshio told his mother about (C)this, his mother was more surprised. She said, “When I was a student, I sent a letter to my friend in Canada by airmail. (D)It took two weeks to get an answer from her. But you got an answer in two days !”

To Yoshio's e-mail, one of the students in Canada answered. He said in the e-mail, “Thank you for the e-mail. My name is Kevin Baker. I like rock music, and I listen to it every day. I am very interested in judo and (E)I am looking for someone who will teach me judo in my town. What are you interested in?”

By exchanging messages many times, Yoshio made friends with Kevin. It was interesting for him to exchange e-mails. Yoshio found that the e-mails traveled (F) , and he thought that even a (G) message of a few lines worked. Now Yoshio wants to visit Canada to see Kevin.

注 the Internet インターネット e-mail 電子メール excited わくわくした
lines (文章の)行 airmail 航空郵便 exchange 交換する

1 (A)の内容を最もよく表しているものを、次のア～エの中から一つ選び、その記号を書け。

- ア インターネットで、カナダについて調べよう。
- イ インターネットで、良夫(Yoshio)たちの故郷について調べよう。
- ウ 電子メールを書いて、カナダの生徒たちに送ろう。
- エ 電子メールを書いて、カナダに帰った英語の先生に送ろう。

2 (B)に当てはまる最も適当なものを、次のア～エの中から一つ選び、その記号を書け。

- ア You don't need to use English.
- イ You don't have to write much.
- ウ You will never use a computer to write a letter.
- エ You must not write about yourself.

3 (C)の指す内容を表す次の文の()に適当な日本語を入れ、完成させよ。

良夫(Yoshio)のクラスがカナダに電子メールを送ったら、()ので、驚いたこと。

4 (D)を、同じ内容になるように書きかえると、次の文の()にどんな語を入れたらよいか。最も適当なものを〔 〕のア～エの中から一つ選び、その記号を書け。

Yoshio's mother had to wait for two weeks () she got an answer from her friend.

〔ア in イ while ウ after エ until〕

5 (E)の内容を最もよく表しているものを、次のア～エの中から一つ選び、その記号を書け。

- ア Kevin wants to learn judo from someone in his town.
- イ Kevin wants to teach judo to someone in his town.
- ウ Kevin knows a man who wants to learn judo from him in his town.
- エ Kevin knows a man who wants to teach him judo in his town.

6 (F)と(G)に当てはまる語の組み合わせとして最も適当なものを次のア～エの中から一つ選び、その記号を書け。

- ア (F) slow -(G) short
- イ (F) fast -(G) short
- ウ (F) slow -(G) long
- エ (F) fast -(G) long

7 本文中に書かれている内容と一致するものを、次のア～キの中から二つ選び、その記号を書け。

- ア Yoshio's English teacher from Canada didn't want his class to use the Internet.
- イ Yoshio was afraid to use computers.
- ウ Yoshio and his classmates sent letters to Canada by airmail.
- エ When Yoshio's mother was a student, she wrote a letter to Kevin in Canada.
- オ Kevin said in the e-mail that he listened to rock music every day.
- カ Kevin asked Yoshio's age in his answer to Yoshio's first e-mail.
- キ After exchanging e-mails many times, Yoshio hopes to see Kevin in Canada.

◆ 解答用紙 ◆

1	
2	
3	良夫のクラスがカナダに電子メールを送ったら、 () ので、驚いたこと。
4	
5	
6	
7	

◆ 問 題 ◆ 14 - 4 - 44

次の英文が説明しているものを，下のア～エから一つ選び，その記号を書け。
(高知県 2002 年度)

Some Japanese people use this in summer. They also use it when they feel hot. When you use it, you have to open it and move it fast with your hand. Then you will feel cooler.

- ア 日傘
- イ 障子
- ウ 扇子
- エ 風鈴

◆ 解答用紙 ◆

◆ 問 題 ◆ 14 - 4 - 45

次の英文の表題として適切なものを，下のア～エから一つ選び，その記号を書け。
(高知県 2002 年度)

Today many people love to eat chocolate. In the 16th century people didn't eat chocolate. They drank it. People began to eat chocolate in the 19th century. In 1876 the first milk chocolate was made in Switzerland. Then it was introduced to other countries.

注 chocolate チョコレート Switzerland スイス

- ア チョコレートの歴史
- イ チョコレートの作り方
- ウ チョコレートの効用
- エ チョコレートの値段

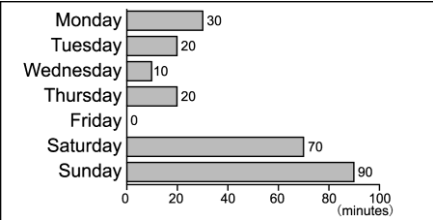
◆ 解答用紙 ◆

◆ 問題 ◆ 14 - 4 - 46

下のグラフは、Ken がある月曜日からの日間、家で英語を勉強した時間を表したものである。このグラフについて Ken が述べた次の英文を完成させたい。英文中の に当てはまる適切な文を、あとのア～エから一つ選び、その記号を書け。

(高知県 2002 年度)

Ken's English Study



Day	Study Time (minutes)
Monday	30
Tuesday	20
Wednesday	10
Thursday	20
Friday	0
Saturday	70
Sunday	90

I studied English for four hours in seven days. I didn't study it much from Monday to Thursday. I didn't study it at all on Friday. I think I should study English every day.

- ア I studied it the longest on Sunday.
- イ I studied it longer on Saturday than on Sunday.
- ウ I didn't study it more than one hour on Saturday.
- エ I didn't study it at all on Saturday and Sunday.

◆ 解答用紙 ◆

◆ 問題 ◆ 14 - 4 - 47

次の英文を読んで、下の1～4の問いに答えなさい。

(高知県 2002 年度)

Osamu was born in Osaka in 1928. His mother often read some interesting manga stories to him. He liked drawing pictures and writing stories.

When Osamu was a boy, World War II started. Many people died in front of him. It was a horrible sight. When the war ended, Osamu thought, “I’m so glad that I didn’t die. Life is very important.” He learned it from the war.

During the war, he didn’t stop drawing manga. Some people thought it was a bad thing to draw manga during the war. “Don’t stop it,” his art teacher said to him. “You are very good at drawing manga. Don’t stop it. It will help you in the future.”□

After the war, he studied at college to become a doctor. His parents also wanted him to become a doctor. But Osamu had a dream. He wanted to become a cartoonist and write many manga stories. He couldn’t decide which way to go. Osamu asked his mother, “I want to work as a doctor, but I want to write manga stories, too. What should I do ?” His mother said, “What do you really like, Osamu ?” “If I become a doctor, I will be able to make a lot of money and I can be great. But I really like manga,” he answered. “Then, it’s easy,” said his mother. “It’s not easy for me, Mother.” His mother then said, “You should do the thing you really like.” When he heard this, Osamu decided to be a cartoonist at last.

Osamu wrote many manga stories. In 1963 Tetsuwan Atomu began on TV. People enjoyed watching his manga stories on TV. He died in 1989. Many people still love his books and read them. Have you ever read any of them ?



Tezuka Osamu

注 manga 漫画 World War II 第二次世界大戦 horrible sight 恐ろしい光景
end(ed) 終わる art 美術の cartoonist 漫画家 decide(d) 決心する
Tetsuwan Atomu 漫画『鉄腕アトム』

1 本文の展開に合うように、次のはじまりの文に続けて下のア～エの英文を並べかえ、その記号を書け。

はじまりの文 Osamu was born in 1928.

- ア He decided to work as a cartoonist.
- イ He became a college student.
- ウ World War II began.
- エ His manga stories started on TV.

2 第二次世界大戦から Osamu が学んだことは何であったか。適切なものを次のア～エから一つ選び、その記号を書け。

- ア 父の偉大さ
- イ 生命の大切さ
- ウ 学問の尊さ
- エ 母の優しさ

3 本文の内容と一致する英文を、次のア～エから一つ選び、その記号を書け。

- ア Osamu didn’t draw manga during the war.
- イ Osamu’s art teacher told him to become a doctor.
- ウ Osamu’s parents didn’t want him to become a doctor.
- エ Osamu didn’t stop drawing manga during the war.

4 進路のことで悩む Osamu に母が言った言葉のうち、最終的に彼の進路を決定づけたものを、日本語で書け。

◆ 解答用紙 ◆

1	→ → →
2	
3	
4	

◆ 問題 ◆ 14 - 4 - 48

次の文章を読んで、後の各問に答えよ。

(福岡県 2002 年度)

I am Yasuko. I'm fifteen years old. Last year I became sick and had to stay in the hospital for two months. I felt happy when my family and friends visited me, but when they left the room, I became very lonely again. I became lonelier when I thought of my school and friends. I wanted to go back to school, but ①I couldn't.

One day I was sitting on the bed and looking out of the window. "Hi, Yasuko, how are you feeling this afternoon? What are you thinking about?" asked Ms. Tanaka. She was a nurse who took care of me in the hospital. She was smiling at me. I said, "My friends are having a good time at school now, but I'm lonely in this hospital. I don't know when I can go to school again." She said, "Oh, I know you feel very sad and lonely. Listen, Yasuko. If we don't lose hope, a happy time will come again. When I am sad, I always try to ②think like that."

Some days later I spoke with her. "I think your job is not easy. You are always working hard and have some difficult things to do. Have you ever wanted to change your job?" "③No, never," she answered. "My work is not very easy. But I have never wanted to change my job. Do you know why? Because I feel very happy when I am doing my best for sick people." She looked happy then.

Now I'm enjoying my school days again. I sometimes walk near the hospital and think of Ms. Tanaka. I learned very important things about life from her when I was in the hospital. I always remember her smile and her words, " hope, Yasuko."

注 hospital 病院 lonely さびしい lonelier lonely の比較級 hope 希望 life 生き方

問1 本文中の下線部①で、「できなかった」とあるが、何ができなかったのか。次のア～エから一つ選び、その記号を答の欄に記入せよ。

- ア 学校にもどること
- イ 家族に会うこと
- ウ 友だちを見舞うこと
- エ 病院に行くこと

問2 本文中の下線部②で、「そのように思う」とあるが、それはどのように思うことか。その内容を本文中からさがし、日本語で答の欄に記入せよ。

問3 本文中の下線部③で、康子 (Yasuko) の質問に対し、田中さん (Ms. Tanaka) が「いいえ、一度もないわ。」と言っていることについて、次の1, 2の間に答えよ。

- 1 どういたうことが一度もないと言っているのか。その内容を本文中からさがし、日本語で答の欄に記入せよ。
- 2 そのように言ったのはなぜか。その理由を本文中からさがし、日本語で答の欄に記入せよ。

問4 本文の内容に合っているものを、次の1～6から二つ選び、その番号を答の欄に記入せよ。

- 1 Yasuko was in the hospital for about a year because she was sick.
- 2 Yasuko was very lonely because no one came to see her in the hospital.
- 3 Ms. Tanaka took care of Yasuko when Yasuko was in the hospital.
- 4 Yasuko thought that Ms. Tanaka's job was not easy.
- 5 Ms. Tanaka didn't know what to say when Yasuko asked about her job.
- 6 Yasuko often visits the hospital to talk about many things with Ms. Tanaka.

問5 本文中の 内に、本文の内容から考えて、最もよくあてはまるものを、次のア～エから一つ選び、その記号を答の欄に記入せよ。

- ア Ask someone to give
- イ I am always losing
- ウ You should not lose
- エ Thank you for giving

◆ 解答用紙 ◆

問1		
問2		
問3	1	
	2	
問4		
問5		

◆ 問題 ◆ 14 - 4 - 49

この文章はイギリス人のブラウンさん (Mr. Brown) が日本を訪れたときのことを書いた文章です。よく読んで、後の各問いに答えなさい。なお、下の注を参考にしなさい。

(長崎県 2002 年度)

Five years ago I visited my daughter in Kyoto, Japan. She lived there and taught English in college. One day, she took me to Nara by train. Then I knew that there was a special seat called the silver seat on Japanese buses or trains. Anyone can sit down on it. But when old people or the disabled ride on the bus or train, the people sitting on the seat should give it to them. The seat is for them. My country also has the same kind of special seat, but it isn't called a silver seat.

After we visited some famous places in Nara, my daughter and I took a train again to go back to Kyoto. I was tired after a long day. There were many people on it and all the seats were taken. I found that the train had a silver seat and two girls were sitting on it and they were talking to each other. The two girls noticed me, and they looked up at me. I thought they would give their seat to me, because I was seventy-six years old and looked old. But they said nothing to me and didn't stand up. My daughter said to me, " [a] " "Don't worry. You don't need to do so. I'm OK," said I. She also said, "If young people on a silver seat aren't kind enough to give it to old people, a silver seat is not useful."

Just after that, another girl sitting near us said to me, "Excuse me. Please sit down here." But it wasn't a silver seat. I said, "Oh, thank you. Will you get off soon?" "No, I won't," said the girl. "But you look tired. b>You need this seat more than I do." "Thank you," I said to the girl again and sat down. We looked at each other with a smile.

My daughter said to the girl, "You are very kind. My father is seventy-six and he is really tired today. Do you always give your seat to old people?" "Well, yes," said the girl. "I have a grandfather who is as old as your father. He was given a seat by a small girl on a train. He said that he was glad because he felt her kindness when she gave her seat to him. When I see a silver seat on a train, I always remember c. So I give my seat to old people on a train. I like to see their smiling faces."

I think that to put a silver seat in a train is not enough. The important thing is to know that there are people who need your help. If you decide to be kind to other people, every seat can be a silver seat.

注 seat 座席 silver seat シルバーシート (老人や体に不自由のある乗客等の優先席を指す和製英語)
anyone 誰でも the disabled 体に不自由のある人 tired 疲れた
get off (電車やバスなどを) 降りる grandfather 祖父 kindness 優しさ

- 問1 文中の [a] に入れるのに最も適当なものはどれか、次のア～エの中から一つ選んでその記号を書け。
- ア I think they may be as tired as you.
イ I'm sorry. I can't speak Japanese well.
ウ You look tired. Do you want to sit down?
エ Shall I ask them to give you their seat?
- 問2 下線部**b)**のように少女が言ったのはなぜか。その理由を最もよく表しているものを、次のア～エの中から一つ選んで、その記号を書け。
- ア わざわざ外国から来ているので、ブラウンさんの方が優先的に座る権利があると思ったから。
イ お年寄りであり、疲れてもいるようなので、ブラウンさんが座った方がよいと思ったから。
ウ 自分はシルバーシートに座っているので、お年寄りに席をゆずる必要があると思ったから。
エ 自分はもうすぐ電車を降りるので、席をゆずって立っていてもよいと思ったから。
- 問3 下線部**d)**の具体的な内容を日本語で説明せよ。
- 問4 ブラウンさんは列車の中での経験を通して、今どのようなことを考えているか、本文の内容に合うように、次の文中の空所 (①), (②) に入る適切な日本語を書け。
- 『たとえ電車の中にシルバーシートが設けてあったとしても、それだけでは十分とは言えない。大切なのは (①) であり、もし (②) という気持ちになればどんな席でもシルバーシートになり得る。』
- 問5 本文の内容と一致するものを、次のア～カから二つ選んで、その記号を書け。
- ア Mr. Brown visited his daughter who lived in Nara and taught English in college there.
イ Mr. Brown knew nothing about the silver seat in Japanese trains before coming to Japan.
ウ The two girls sitting on the silver seat decided to give their seat to Mr. Brown.
エ Mr. Brown had a good time with his daughter in Nara, so he forgot that he was tired.
オ Mr. Brown knew that the seat which the girl gave him was not a silver seat.
カ There are more old people than before in Japan, so trains should have more silver seats.
- 問6 次の文章は、ブラウンさんがイギリスに帰国した後の出来事を述べたものである。文中の空所 (ア), (イ), (ウ) にどのような語を入れたらよいか、それぞれ最も適する1語を書け。
- Yesterday I took a bus in London. Two old men already sat on the special seat. Maybe they were older than I. Because all the seats were taken, I had to (ア). At the next bus stop, a young woman holding a baby came on the bus. One of the old men stood up and said to the woman, "Please." But then a boy sitting in the back said to her, "Please come and (イ) here." All the people on the bus smiled. The kind heart of the boy (ウ) us happy.

◆ 解答用紙 ◆

問1		
問2		
問3		
問4	①	
	②	
問5		
問6	ア	
	イ	
	ウ	

◆ 問題 ◆ 14 - 4 - 50

次の英文を読み、(1)～(7)の問いに答えなさい。

(大分県 2002 年度)

When I was ten years old, I lived in a small town. My house was near the school. Like other children I went home for lunch.

I was going to be a *princess in the school festival. For some weeks I practiced my *lines with Mother during lunch. I learned all of my lines, but I had ①a problem. It was easy for me to speak them at home. But at school I got *nervous and couldn't speak them well.

One day my teacher said to me, "Please be the *narrator. I wrote a narrator's part."

I knew he was very kind. I didn't want to be the narrator, but I gave my part to another girl.

When I came home for lunch that day, I didn't tell Mother anything about the change. But she saw my ② face, and asked, "Is there anything I can do for you?"

Finally ③I told her about the change. She said to me, "How about walking in the garden?"

It was a fine spring day. We could see yellow *dandelions around *roses. Suddenly Mother stopped.

"I'm going to cut all of these dandelions," she said and cut one of the dandelions near a ④rose.

"Then we'll have only roses in this garden."

"But I like dandelions. All flowers are beautiful, even dandelions," I said to Mother.

Mother looked at me. "Yes. Every flower makes us happy in its own way," she said. "And that is the same about people. You cannot be a princess. But ⑤ . You should be *proud of it."

I looked at the dandelions again.

"You liked to read books to me. You will be a wonderful narrator," she said.

I practiced my new part with Mother. In the next few weeks I began to be proud of my new part.

The school festival began. I felt very nervous. Just then my teacher came to me.

"This is from your mother. I think you'll be a good narrator," he said, and gave me ⑥ . It was small, but it made me more proud.

It was our turn. I began to speak my lines before the people.

"You did a good job!" said the princess.

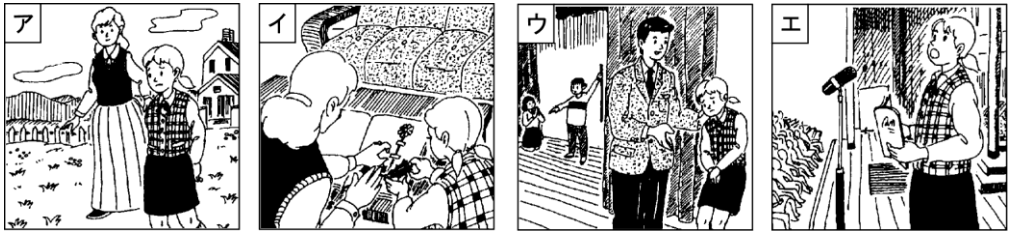
"You, too!" We smiled at each other.

I took the flower back home. Mother and I put it in an *album. She smiled and said, "Maybe we are the only people who will keep such a flower."

I will never forget that dandelion.

注 princess 王女 line(s) せりふ nervous 緊張して narrator ナレーター (語り手)
dandelion(s) タンポポ rose(s) バラ proud (of) (～に) 誇りをもって album アルバム

- (1) 下線部①は、具体的にはどのようなことか。日本語で書きなさい。
- (2) ② に入れるのに最も適当なものを、ア～エから1つ選び、その符号を書きなさい。
- ア good
イ sad
ウ warm
エ happy
- (3) 下線部③で私が母に伝えた内容を、具体的に日本語で書きなさい。
- (4) 下線部④を、母親は何のたとえとして用いたのか。文中の英語1語で書きなさい。
- (5) ⑤ に入れるのに最も適当なものを、ア～エから1つ選び、その符号を書きなさい。
- ア the part of a princess is the most important of all
イ the part of a princess is more important than the narrator's part
ウ the narrator's part is as important as the part of a princess
エ the narrator's part is more important than the part of princess
- (6) ⑥ に入れるのに最も適当なものを、ア～エから1つ選び、その符号を書きなさい。
- ア a book
イ an album
ウ a rose
エ a dandelion
- (7) 次のア～エは、本文の中で述べられているうちの4つの場面を絵で表したものである。これらの絵を述べられている順に並べかえ、その符号を書きなさい。



◆ 解答用紙 ◆

(1)			
(2)			
(3)			
(4)			
(5)			
(6)			
(7)	→ → →		

◆ 問題 ◆ 14 - 4 - 51

次の英文は、高校生のさち子書いたものである。よく読んで、下の問いA、B、C、Dに答えなさい。
(熊本県 2002 年度)

I have a friend who lives in the United States. Her name is Nancy. Last year she stayed at my house for about three months to study at my school. She went back to her country last November.

Last Saturday I called her to ask about her family and her school life. We enjoyed talking on the telephone for about fifteen minutes.

When I finished talking with her, my father said to me, “Sachiko, we are happy to live in this convenient world.” Then I could not understand why he said so. So I asked him, “What do you mean ?” My father answered, “When I was a child, about forty years ago, people in Kumamoto could not talk with people even in Tokyo on the telephone easily. We had to call the telephone company first, and then asked the company to connect the line. And we had to wait for a few minutes, or sometimes for more than ten minutes. Then we could begin to talk. We needed a lot of money, too.” I could understand him, and I wanted to learn more about the lives of the people who lived in Kumamoto about forty years ago.

Then my father said, “When we wanted to travel, we often had to walk to the stations and wait for trains. And when we wanted to get foreign news, we usually had to wait for newspapers. But now we can travel easily by car without taking trains or buses. And we can get foreign news soon on TV without reading newspapers.”

About forty years ago, people in Kumamoto could not have these convenient things easily. They often had to wait when they wanted to do something.

I said to my father, “You needed a lot of time and ①patience to do something, didn’t you ?” My father said, “Well, we needed a lot of time, but I didn’t think we needed ①patience. When I was a child, I didn’t think it was hard to wait, because everyone always waited for everything. And I was very happy to get things I wanted after waiting for a long time.” His words gave me a good idea.

A few days later, I wrote to Nancy. In the letter, I wrote, “I was happy to talk with you on the telephone. We can always use the telephone when we want to talk. But ②I think writing to each other also makes us happy. Let’s write to each other.”

Now I am waiting for a letter from Nancy.

注 on the telephone＝電話で convenient＝便利な easily＝簡単に company＝会社
connect the line＝電話回線をつなぐ newspaper＝新聞 gave＝giveの過去形

A 文中の下線部①の意味として、最も適当なものをア～オから一つ選び、記号で答えよ。

- ア 困惑
- イ 想像
- ウ 誠意
- エ 辛抱
- オ 労力

B 上の本文の内容に合っているものを、次のア～カから二つ選び、記号で答えよ。

- ア Nancy has stayed at Sachiko’s house for about three months since last November.
- イ When Sachiko’s father was a child, people in Kumamoto could not talk with people in Tokyo on the telephone.
- ウ About forty years ago, people in Kumamoto usually had to wait for newspapers when they wanted to get foreign news.
- エ Sachiko’s father thought it was difficult to wait when he was a child.
- オ Sachiko talked with Nancy on the telephone last Saturday and she wrote to Nancy on the same day.
- カ Sachiko learned from her father about the lives of the people who lived in Kumamoto about forty years ago.

C 上の本文の内容について、次のア～ウの問いに答えよ。

- ア How long did Sachiko and Nancy talk on the telephone last Saturday ?
- イ What did people in Kumamoto often have to do when they wanted to do something about forty years ago ?
- ウ Does Sachiko hope Nancy will write to her ?

D 文中の下線部②のようにさち子思うのは、父親のどのことばを聞いたからか。そのことばを文中から 1 文で見つけ、内容を日本語で答えよ。

◆ 解答用紙 ◆

A		
B		
C	ア	
	イ	
	ウ	
D		

◆ 問題 ◆ 14 - 4 - 52

次の英文は、太郎君が、大韓民国（韓国）にホームステイした体験を通して考えたことを、英語の授業で発表したものです。各問いに答えなさい。

（宮崎県 2002 年度）

I have a *pen pal in Korea and his name is Kim. We have written to each other for more than a year. Last December, I visited Korea and stayed at his home for a week. I was interested in his country. So I enjoyed my stay very much. He and his parents were very kind to me. Both he and I like soccer and we are in the soccer teams at our schools. I visited his school with him. He introduced me to his teammates and I played soccer with them there. I was surprised, because they were very good players. I had a very good time with them.

I did not understand the language of Korea. So, before I went there, I was afraid that I couldn't *communicate with Kim and his family. But we could communicate in English. We talked about soccer, our school life, and our dreams. I think English is a useful and important language. We can communicate with the people from many foreign countries in English. Now, I also want to learn the language of Korea. If I learn it, I can understand many other things about Korea. Learning foreign languages is very important for us to understand the world better, I think.

I learned a lot of things from my stay. Now, I like Korea much more, because I have a better *understanding about it. During my stay, Kim asked many questions about Miyazaki and Japan. I could answer only some of them. So, I decided to learn more about my own country. I would like to invite him to my home in Miyazaki some day. Then, I can introduce many things about Miyazaki and Japan to him.

This June, we will have a big soccer *event. It is the Korea-Japan *World Cup. Soccer is very popular in both countries. The World Cup is one of the biggest events in the world. I hear that more than a billion people in the world will watch the games on TV. Many people from many countries will visit Korea and Japan to *cheer for their teams.

I think this is a very good chance for our two countries to become better friends. So, I want the World Cup to be a big *success. For this, both countries need to help each other and they need to understand each other better. I hope the World Cup will bring a better understanding and a much better *friendship between our two countries.

注 pen pal ペンフレンド, 文通相手 communicate (意思を) 伝え合う understanding 理解
event 催し, イベント (the) World Cup ワールドカップ cheer for 応援する
success 成功 friendship 友情, 友好関係

問1 本文の内容から、次の①～③の質問の答えとして、最も適当なものを、それぞれア～エから1つ選び、符号で答えなさい。

① What language did Kim and Taro use when they communicated with each other ?

- ア English
- イ Japanese
- ウ the language of Korea
- エ the language of China

② Why does Taro want to learn Kim's language ?

- ア Because he wants to visit Korea again to see the soccer games.
- イ Because he wants to go to many foreign countries with Kim.
- ウ Because he wants to work for the event as a volunteer.
- エ Because he wants to understand more about Korea.

③ What will happen this June ?

- ア Taro will visit Korea to see Kim again.
- イ Kim will come to Japan to see Taro and visit many famous places.
- ウ There will be one of the world's biggest events in Korea and Japan.
- エ Taro's team will have a soccer game with Kim's team.

問2 次の英文は、下線部 I learned a lot of things from my stay. について述べたものです。(1)～(4) に最もよく当てはまる語を、それぞれあとのア～クから1つ選び、符号で答えなさい。

Taro became better friends with Kim (1) his stay. Of course, he learned a lot about Korea. He also learned that it is very important to know foreign (2) to understand the world better. He was sorry that he could not answer some of the questions about (3). Now he thinks he should know more about his own country. He wants to be able to (4) it to his friend, Kim.

ア before	イ introduce	ウ Korea	エ Japan
オ languages	カ during	キ events	ク become

問3 本文の内容から、太郎君が、サッカーのワールドカップ開催に期待していることを、30字以内の日本語で答えなさい。

問4 本文の内容に合っているものを，次のア〜クから 3 つ選び，符号で答えなさい。

- ア Taro began to write to Kim last December.
- イ Taro could play soccer better than Kim’s teammates.
- ウ Taro was very happy to play soccer at Kim’s school.
- エ Taro could answer all the questions Kim asked about Miyazaki.
- オ English is the only foreign language Taro wants to learn.
- カ Taro wants Kim to come to Miyazaki and learn many things about it.
- キ Soccer is a popular sport in both Korea and Japan.
- ク More than a billion people will come to Japan to see the soccer games.

◆ 解答用紙 ◆

問 1	(1)															
	(2)															
	(3)															
問 2	(1)															
	(2)															
	(3)															
	(4)															
問 3																
問 4																

◆ 問題 ◆ 14 - 4 - 53

次の英文を読んで、あとの1～6の問いに答えなさい。

(鹿児島県 2002 年度)

“Rebecca, please stop at Grandma’s* house on your way. Take the books to her,” Rebecca’s mother said. Without giving any answer, Rebecca got into her car with the books and drove away.

When Rebecca arrived, Grandma was in the garden. “Hi, Grandma,” she shouted from the car. “Come on in, Rebecca,” Grandma answered with a smile. “①Sorry, I can’t stay. I’ll be late for my drama practice. I’ll leave the books on the table in the kitchen.” “OK,” said Grandma with a sad face. “See you on Sunday,” Rebecca called.

On most Sundays Grandma came to have dinner with Rebecca’s family. ②It made Grandma happy and she ate a lot. But recently* she was not feeling good. When Rebecca’s mother asked, “Are you all right?” Grandma only answered, “I’ll feel better when summer comes.”

The next day, when Rebecca was going out, her mother said, “Rebecca, will you buy a few things for Grandma at the drugstore*?” “Mom,” she said, “I’m too busy. I have to meet my friends.” “OK,” her mother said. “I’ll do it. There will be some things I can do for Grandma, if I go to her house.” Her mother looked sad.

That night Rebecca couldn’t sleep. She remembered the days with Grandma when she was little. Grandma taught her how to cook and grow flowers...and always with a smile. When Rebecca was sick, Grandma stayed with her all night. ③Rebecca felt sorry. The next morning Rebecca called Grandma, “I want to go to River Park with you on Sunday afternoon!”

On Saturday Jeff called Rebecca, “Would you like to drive to the sea tomorrow?” Jeff was a member of the drama club and Rebecca loved him. She was very happy! She really wanted to say yes, but she told him she had plans to see Grandma on Sunday.

Sunday was warm and clear. Rebecca was glad when Grandma said, “The sandwiches you made are so good.” They were sitting in the May sun. She took Grandma’s hand. “Do you remember all the things we did together when I was a little girl?”

“Sure. I think I remember much more than you.”

“I’m very sorry. I have been busy doing my own things.”

“Don’t feel so bad. ④Young people are often like that.”

“I love you very much, Grandma. I’m so glad we’re spending this day together.”

“I am, too. I really believe summer has finally come,” Grandma said with a big smile.

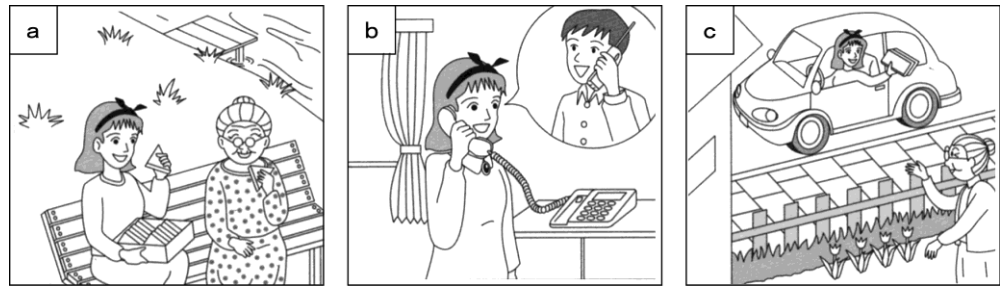
注 Grandma おばあちゃん recently 近ごろ
drugstore ドラッグストア (薬品や日用雑貨を売っている店)

1 次の a～c の絵は本文のある場面を表している。本文のあらすじに従って並べかえたとき、下のア～ウの中から正しいものを一つ選び、その記号を書け。

ア a—c—b

イ b—c—a

ウ c—b—a



2 下線部①の理由として最も適当なものを、次のア～ウの中から一つ選び、その記号を書け。

ア 本をどこに置けばよいか分からなかったから。

イ 劇の練習に遅れそうだったから。

ウ 用事がすんだらすぐに帰宅するよう言われていたから。

3 下線部②の It の内容が分かるように、次の文の 内に適当な日本語を書け。

家族と一緒に こと。

4 下線部③のように Rebecca が感じたのはなぜか、次の文の 内に適当な日本語を 25 字以内で書け。

という自分の態度に気づいたから。

5 下の英文が下線部④の内容を表すように、(ア) と (イ) に適当な英語をそれぞれ 1 語書け。

Young people usually (ア) so many things to do that they don’t think of (イ) people so often.

6 下のア～オで本文の内容に合っているものを二つ選び、その記号を書け。

ア Grandma was too busy to go to see Rebecca in the park.

イ Grandma was very glad to spend the Sunday afternoon with Rebecca.

ウ Rebecca went to the drugstore to buy some things for Grandma.

エ Rebecca learned many things from Grandma when she was little.

オ Rebecca drove to the sea with her friend Jeff on Sunday.

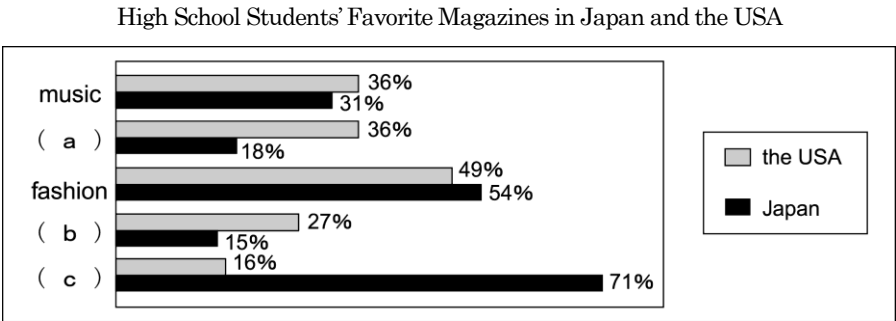
◆ 解答用紙 ◆

1															
2															
3															
4															
5	ア														
	イ														
6															

◆ 問題 ◆ 14 - 4 - 54

次のグラフは、日本とアメリカの高校生に雑誌の好みについて調査した結果です。グラフと英文を参考にして、下記の質問に答えなさい。

(沖縄県 2002 年度)



(財) 日本青少年研究所「日米高校生像調査」より

Do you like reading ? What kind of books do you usually read ? Maybe most of Japanese students like comics. Do you think that students in other countries like comics, too ?

The *graph shows what kind of *magazines Japanese students and American students often read. In Japan more than 70% of high school students read comics. But only 16% of American students read comics. High school girls like *fashion magazines best in both countries, but Japanese students read fashion magazines a little more than American students. 36% of American students read both sports and music magazines, but music magazines are more popular than sports magazines among Japanese students. Only 15% of Japanese students read news magazines, so probably they are not interested in news so much.

Reading books is a lot of fun and very good for you. If you read books, you can learn many things. Let's read many books when we are young.

注 graph グラフ magazine 雑誌 fashion ファッション

問題1 グラフの中の(a)～(c)に入る語が順序よく並べられているものを、下のア～エの中から1つ選び、その記号を書きなさい。

- ア a . comics b . news c . sports
- イ a . news b . sports c . comics
- ウ a . sports b . news c . comics
- エ a . sports b . comics c . news

問題2 次の英文の下線部に入る適切な語を下のア～エの中から1つ選び、その記号を書きなさい。

_____ magazines are more popular in Japan than in the USA.

- ア Fashion
- イ Sports
- ウ News
- エ Music

問題3 グラフ又は本文の内容と一致するものを下のア～オの中から2つ選び、その記号を書きなさい。

- ア American students like reading comics more than Japanese students do.
- イ Sports and music magazines are read by 36% of American students.
- ウ Japanese students read as many news magazines as American students do.
- エ Fashion magazines are the most popular among American students.
- オ The writer tells us not to read comics because they are not so useful.

◆ 解答用紙 ◆

問題1		
問題2		
問題3		

◆ 問題 ◆ 14 - 4 - 55

次の英文を読んで、下記の質問に答えなさい。

(沖縄県 2002 年度)

Do you know how many Okinawan people live in other countries ? More than 300,000 Okinawan people live in different countries. They started to leave Okinawa about one hundred years ago. There are a lot of Okinawan *immigrants in Hawaii, North and South America, and other countries.

Ryoko is a junior high school student and lives in Ginowan city. She has an uncle in Brazil. When her uncle comes to Okinawa, he sometimes talks to Ryoko about his old days in Brazil. He said many immigrants had a hard time and worked very hard. He also said the biggest number of Okinawan immigrants, about 130,000, live in Brazil. Many of their children were born and grew up there, so they can not speak Japanese well. Ryoko is interested in his stories and wants to visit him in Brazil in the future.

Last November, we had “*The 3rd Worldwide Uchinanchu Festival” here in Okinawa. It started in 1990, so Okinawans from all over the world can meet each other. There were many things in this festival, for example; Music Festival, Karate Festival and World Market. Not only Okinawan people but also people from different countries enjoyed this festival. Many Okinawans went to other countries but they never forget about Okinawa, their home country. They felt *pride and *identity as Uchinanchu through this festival.

Today, the world is becoming smaller and it is very important for the people on Earth to understand each other. This festival gives us a wonderful chance to meet many Okinawan people in the world. In the future, we will become a *bridge among countries and send our message for *international understanding and peace from these small beautiful islands of Okinawa.

注 immigrant 移民 The 3rd Worldwide Uchinanchu Festival 第3回世界のウチナーンチュ大会
pride 誇り identity アイデンティティー (自覚) bridge 架け橋
international understanding 国際理解

問題1 次の各問いに対する最も適切なものをア～エの中から1つ選び、その記号を書きなさい。

- 1 How many Okinawan people live in other countries ?

There are

ア about 130,000 people.

イ more than 300,000 people.

ウ the most immigrants from Okinawa.

エ some people who went to South America.
- 2 Where do the biggest number of Okinawan immigrants live ?

They live

ア in North America.

イ in Brazil.

ウ in Hawaii.

エ in France.
- 3 When did we have “The 3rd Worldwide Uchinanchu Festival” ?

We had it

ア in November last year.

イ one hundred years ago.

ウ when Ryoko visited Brazil.

エ in 1990.
- 4 What will we send from Okinawa ?

We will send

ア letters to the people on Earth.

イ a wonderful chance to meet many Okinawan people.

ウ a bridge among countries.

エ the message for international understanding and peace.

問題2 本文の内容のまとめとして、最も適切なものをア～エの中から1つ選び、その記号を書きなさい。

- ア There are many Okinawan people living in many countries for about one hundred years.

イ Ryoko visited her uncle and learned about the history of Brazil.

ウ Through this festival, we can meet many Okinawans in the world and remember the pride and identity as “Uchinanchu”.

エ Many people from different countries visit Okinawa to see this festival every year.

◆ 解答用紙 ◆

問題 1	1	
	2	
	3	
	4	
問題 2		