

2007 (平成 19) 年度 実施

長文読解II 説明文・物語文・スピーチ文・その他 ー 内容把握

◆ 問題 ◆ 19 - 4 - 1

次の英文は、拓矢が幼稚園 (kindergarten) で行った体験活動について書いたものです。これを読んで、問いに答えなさい。

(北海道 2007 年度)

I visited a kindergarten last week. When I was a child, I went to the same kindergarten. Some of my teachers still worked there and remembered me.

When I met the children there, they very cute. At first I wanted to enjoy reading books to them. But soon I found that this was not easy. When I was reading a book to the children, some of them asked many questions about the story. They also asked me some questions that were unrelated to the story, such as “Why are you here ?” or “What is your favorite food ?”

At lunch I talked about the children with one of the kindergarten teachers. She smiled and said, “You were like them when you were a child, Takuya. You should understand that children learn by many questions about everything.” Then she said to me, “It's OK even if you can't give a good answer. Don't worry. Just enjoy playing with the children.” Her words made me relieved.

After lunch some of the boys came to me and asked, “Why are you still here ?” I said to them, “Because I want to play together and be friends with you !” They smiled and said, “OK ! Let's play together !” So I enjoyed playing with the children in the afternoon.

When I said goodbye to the children, some of them said, “It was a lot of fun today. Please come and see us again.”

I learned that playing with the children is the best way to be friends with them. Because I learned this, I had a wonderful time with the children. I'd like to see them again.

注 at first 最初は soon すぐに story 物語 be unrelated to ～と関係のない
such as ～のような even if たとえ～としても worry 心配する play 遊ぶ
relieved ほっとした way 方法

問1 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 When Takuya was a child, he went to the same kindergarten that he visited last week.
- イ The children didn't ask Takuya any questions about the story that he was reading to them.
- ウ The kindergarten teacher said that Takuya was like the children when he was a child.
- エ Takuya was relieved after talking with the kindergarten teacher.
- オ After lunch it was difficult for Takuya to enjoy his time with the children.

問2 本文の内容から考えて、, に入る英語として最も適当なものを、次の中から選び、それぞれ正しい形に直して書きなさい。

ask visit work come look

問3 下線部の示す内容を、具体的に日本語で書きなさい。

問4 英語を担当しているロバート (Robert) 先生が、拓矢の書いた英文を読んだ後、拓矢と次のような会話をしました。あなたが拓矢になったつもりで、次の対話文の , に入る英文を、それぞれ3語以上で自由に書きなさい。ただし、疑問符 (?), コンマ (,) などの符号は語数に入れないものとします。

Mr. Robert : Do you want to go to the kindergarten again ?

Takuya : Yes. I have a plan to visit it next week. I'm very interested in teaching at a kindergarten.

Mr. Robert : That's good. What do you want to do with the children next time ?

Takuya :

Mr. Robert : I see. Well, why are you interested in teaching at a kindergarten ?

Takuya :

◆ 解答用紙 ◆

問1	
問2	(1)
	(2)
問3	
問4	(1)
	(2)

◆ 解答 ◆

問1	イ
	オ
問2	(1) looked
	(2) asking
問3	(正答例) 子どもたちと遊ぶことは、彼らと友達になる最良の方法だということ。
問4	(1) (正答例) I want to sing songs with them. など
	(2) (正答例) Because I really like children. など

◆ 解説 ◆

問1 設問が「本文に合わないもの」であることに注意。

イ 「子ども達は拓矢が読んでいる本について何も質問しなかった」 第2段落第4文に合わない。

オ 「昼食後、拓矢が子ども達と楽しく過ごすのは難しかった」 第4段落最後の文に合わない。

問2 (1) look ～「～にみえる」全体が過去の話なので、過去形にする。

(2) ask a question 「質問する」前置詞 by のあとなので、動名詞にすることに注意。

問3 直前の文参照。拓矢が学んだ内容を答える。the best way to ～「～する最善の方法」

問4 (1) want to で聞かれているので want to を使って答えればよい。他に、draw a picture 「絵を描く」、make a toy 「おもちゃを作る」、play outside 「外で遊ぶ」などが考えられる。

(2) 理由をたずねられているので、Because を使って答える。他に、Because I like children's smile. などが考えられる。

◆ 問題 ◆ 19 - 4 - 2

次の英文は、日本に滞在しているイギリス人のブラウン先生 (Mr. Brown) が、授業で話している場面の一部です。これを読んで、あとの問1～問3に答えなさい。*印の語などには、本文のあとに(注)があります。

(青森県 2007年度)

Last week I went shopping to get a *yukata for my sister's birthday present. She always wanted me to send something Japanese.

I went to some *kimono shops, but I could not find any *yukatas. At the last shop, I asked a *clerk about it. "We are very sorry, but we do not have any yukatas because it is October now. A yukata is for summer." It was new to me. Then, she showed me many different things in the shop. But everything I saw was not the thing I wanted. So I said to her, "Please give me an idea about a popular birthday present for your friend in Japan." She gave me some ideas.

When I was going *out of the shop, the clerk called me. I looked at her and she had something in her hands. She said, "This is the yukata I bought for my mother, but I want to give this to you for your sister." I was very surprised and said, "Thank you, but it is too much for me." The clerk said, "When I was a high school student, I stayed in Australia. The people there were very kind to me. So, I want to help you now. I hope you will help someone *in return. Please do not stop this *chain of *kindness." "Thank you very much for the wonderful present and the words." I left the shop and asked *myself, "How can you show kindness to the people around you?"

注 yukata	ゆかた	kimono	着物	yukatas	yukata(ゆかた)の複数形
clerk	店員	out of ~	から	in return	お返しに
chain	鎖(くさり)	kindness	親切	myself	自分自身

問1 ブラウン先生の話している内容に合っているものを、次の1～5の中から二つ選んで、その番号を書きなさい。

- 1 店員にいろいろな商品を見せてもらったブラウン先生は、どれを選んだらよいか迷った。
- 2 ブラウン先生は、ゆかたが夏用の衣料品だとは知らなかった。
- 3 店員は、ブラウン先生の姉にゆかたを買っておいた。
- 4 店員は、親切のきずなが続くことを願っていた。
- 5 店員は、ブラウン先生のおかげで留学することができたので、お礼をしようと思った。

問2 ブラウン先生の話している内容について、次の1～3の質問にそれぞれ一つの英文で答えなさい。

- 1 Why did Mr. Brown want a yukata for his sister's birthday present ?
- 2 Why was Mr. Brown very surprised ?
- 3 Why did the clerk say "So, I want to help you now" ?

問3 ブラウン先生から、次の1, 2のように話しかけられたとき、あなたなら何と答えますか。それぞれ一つの英文で書きなさい。

- 1 Please give me an idea about a popular birthday present for your friend in Japan.
- 2 How can you show kindness to the people around you ?

◆ 解答用紙 ◆

問1		
問2	1	
	2	
	3	
問3	1	
	2	

◆ 解答 ◆

問1	2	4
問2	1	(例) Because she always wanted something Japanese.
	2	(例) Because she said she wanted to give him her yukata.
	3	(例) Because the people in Australia were very kind to her.
問3	1	(例) Flowers are popular for birthday presents.
	2	(例) I can give my seat to old people on the bus.

◆ 解説 ◆

問1 2 第2段落第4・5文参照。

4 第3段落第9文参照。

問2 1 「なぜブラウン先生はゆかたを姉の誕生日プレゼントにしたかったのですか」 第1段落第2文参照。

2 「なぜブラウン先生はとても驚いたのですか」 第3段落第3文参照。

3 「なぜその店員は、『ですから、私は今あなたを助けたい』と言ったのですか」 第3段落第5・6文参照。

問3 1 「日本の友人へ贈る、人気のある誕生日プレゼントについて意見を教えてください」

2 「あなたは周囲の人たちにどのように親切にできますか」 can で聞かれているので can で答える。

◆ 問題 ◆ 19 - 4 - 3

次の英文を読んで、あとの問1～問3に答えなさい。*印の語などには、本文のあとに(注)があります。

(青森県 2007年度)

Long ago a *king lived in a small country and he was becoming old. One day he thought that he needed to find the next king. He wanted to find the best person to make his country better.

The king called all the young people in the country to the *palace. He said, "I will *choose the next king from you." The people there were surprised. He said, "I am going to give a *seed to everyone of you today. I want you to *plant it, give water to it and come back here six months from today with the *plant which will come from it. Then, I will look at the *plants and choose the next king."

It was exciting to the young people. *Joe was one of them. He went home and *planted it in a *pot very *carefully. Every day he gave water to it and watched it. After about two weeks some of the young people began to talk about their plants which came from their *seeds. Joe was sad to hear that. But he thought he needed more time and waited. Three months *passed, but Joe still didn't get any in his pot. He knew that his seed died.

Six months passed and the day came. Joe said to his mother, "I am not going to take my pot to the palace. People say the king will be *angry and *punish me when he looks at it." "What's wrong? I know you did the best thing you could. You must go and show it."

When Joe got to the palace, he was surprised to see the beautiful plants everyone brought *except him. When they saw his pot, they *laughed at him.

Then the king came. He walked around the room and said, "I'm very glad to see your plants. They show what kind of person you are." Then, he looked at a boy who had a pot with no plants and told him to come to the *front. Everyone worried about him.

The king said to the people, "Listen to me. Six months ago I gave everyone here a seed. But the seeds that I gave all of you *were boiled and I knew no plants came from them. All of you except this boy have beautiful plants now. That means you did something to get them. Look at his pot carefully. Can you see the plant in his pot? You can't! But this is the plant I wanted from the next king."

(注) king 王様	palace 宮殿	choose 選ぶ	seed 種
plant ～を植える	plant 植物	plants plant(植物)の複数形	
Joe ジョー(人名)	planted plant(～を植える)の過去形	pot 鉢	
carefully 注意して	seeds seed(種)の複数形		
passed ～が過ぎた	angry 怒って	punish ～を罰する	
except ～以外の	laughed at ～を笑った	front 前	
were boiled ゆでられていた			

問1 本文の内容と合うように、次のア～オ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 The king called all the young people to the palace

- 1 because he wanted them to find the next king to make the country better.
- 2 because he wanted them to work together to make the country better.
- 3 because he wanted to give seeds to them and see their beautiful plants.
- 4 because he wanted to choose the most wonderful person to be the next king.

イ When the young people planted the seeds from the king and about two weeks passed,

- 1 Joe was sad and stopped giving water to his seed.
- 2 some young people showed their plants to the people in the country.
- 3 Joe gave water to his seed but he couldn't get any plants.
- 4 Joe was sad to know that his seed died.

ウ The king was very glad to see the plants the young people brought

- 1 because the plants were useful and he found who was the best to be the new king.
- 2 because from the plants he knew that many of them could be the new king.
- 3 because the plants made the palace beautiful and it was good for the country.
- 4 because he found the best person to be the new king brought plants with flowers.

エ When the king told Joe to come to the front,

- 1 all the people in the room thought it was important for the king to punish him.
- 2 all the people in the room thought the king was angry.
- 3 all the people in the room thought the king found the next king.
- 4 all the people in the room thought the king was interested in Joe's pot.

オ All the young people except Joe got the plants

- 1 because they carefully planted the seeds the king gave.
- 2 because they gave water to the seeds every day.
- 3 because they did not use the king's seeds.
- 4 because they knew how to plant the seeds better than Joe.

問2 次の英文が本文の内容と合うように、～に入る最も適切な語を、下の語群の中からそれぞれ一つ選び、その番号を書きなさい。

After six months there was in Joe's pot and he thought it was for him to be the king. When he said he did not want to go to the palace, his mother told him to go. She knew he did he could.

語群

- | | |
|---|-------------|
| 1 | everything |
| 2 | no |
| 3 | interesting |
| 4 | most |
| 5 | nothing |
| 6 | hard |

問3 下線部 the plant I wanted from the next king の中の the plant とは何をたとえているのか、日本語で答えなさい。

◆ 解答用紙 ◆

問1	ア		イ		ウ		エ		オ	
問2	ア		イ		ウ					
問3										

◆ 解答 ◆

問1	ア	4	イ	3	ウ	1	エ	2	オ	3
問2	ア	5		イ	6		ウ	1		
問3	(例) 正直 (誠実)									

◆ 解説 ◆

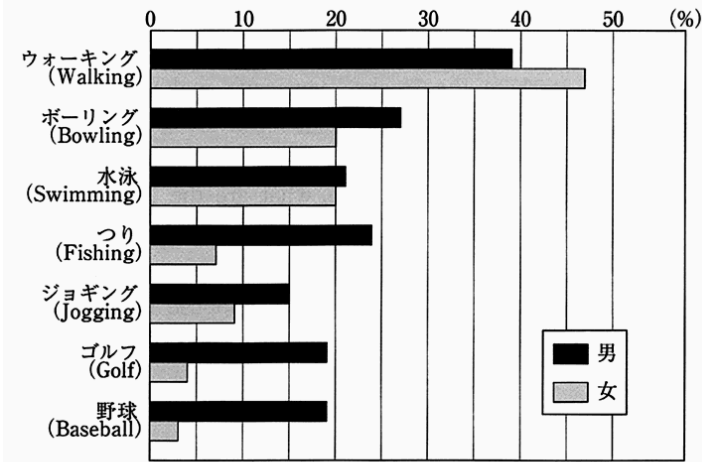
- 問1 ア 第1段落第3文参照。
 イ 第3段落第5～7文参照。
 ウ 第6段落第2・3文参照。
 エ 第4段落第3文、第6段落第5文参照。
 オ 第7段落第3～5文参照。
- 問2 ア there was nothing 「何もなかった」
 イ It is ... for — to ～「～が～するのは…だ」
 ウ he did everything he could「彼にできることはすべてやった」
- 問3 「次の王から私が求める植物」この長文全体のテーマを読み取る。他の若者達に欠けていてジョーにだけあるものは何か。それが次の王に求められているものである。

◆ 問題 ◆ 19 - 4 - 4

次のグラフ (graph) は、日本の 10 歳以上の男女がスポーツをする割合 (percentage(s)) を種目別に表したものです。また、下の説明文はそのグラフの内容について述べたものです。これらをもとに、あとの問 1～問 3 の問いに答えなさい。

(岩手県 2007 年度)

グラフ



[平成13年社会生活基本調査 (総務省) 結果より作成]

説明文

A lot of people like sports and enjoy doing them. Sports make us healthy and relaxed*.

This graph shows us what percentage of men and women do the seven popular sports. From this graph, we can find that walking has the highest percentage. Walking is an easy sport to keep us healthier*. When we enjoy walking, we don't need money. When we want to do it, we can do it anywhere*.

In each sport, men and women have different percentages of participation*. You can find big differences between men and women in fishing, golf and baseball. There are not so many women who enjoy these sports. On the other hand*, you can find the smallest difference between men and women in . About the same percentage of men and women enjoy it.

The graph also shows that men's percentages of participation are higher in six sports. Only one sport shows a higher percentage of women's participation.

Men and women do many kinds of sports. We can be healthy and relaxed through sports. What kind of sport do you enjoy?

healthy and relaxed 健康でリラックスした状態 keep~healthier ~をより健康な状態に保つ
anywhere どんな場所でも participation スポーツをすること on the other hand 一方

問 1 文中の に入る最も適当な英語を、次のア～エのうちから一つ選び、その記号を書きなさい。

- ア swimming イ jogging ウ bowling エ baseball

問 2 次の文がグラフの内容に合うように、 に入る最も適当な英語を説明文から 1 語抜き出して書きなさい。

Bowling is more among women than jogging.

問 3 次のア～エのうち、グラフまたは説明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 There are no easy sports because we need some money and some places to enjoy sports.
イ Among the seven sports, women enjoy swimming and jogging more than walking and bowling.
ウ If we want to be healthy and relaxed, it is a good thing for us to enjoy doing sports.
エ We can't find any differences in the percentages of the seven sports men and women enjoy.

◆ 解答用紙 ◆

問 1	
問 2	
問 3	

◆ 解答 ◆

問1	ア
問2	popular
問3	ウ

◆ 解説 ◆

- 問1 「一方、水泳では男女の差が最も小さいことがわかる」 グラフから最も男女差が小さいスポーツは、水泳だとわかる。
- 問2 「ボーリングはジョギングより女性の間で人気が高い」 第2段落第1文に popular がある。Among ～ 「～の間で」
- 問3 ウ 「もし健康でリラックスした状態になりたいのなら、スポーツを楽しむとよい」 第1段落第2文または最終段落第2文参照。

◆ 問題 ◆ 19 - 4 - 5

次の文章は、アイリーン (Irene) と父ケン (Ken) , 母ジェーン (Jane) の物語です。これを読んで、あとの問1～問5の問いに答えなさい。

(岩手県 2007 年度)

Little Irene liked singing and dancing. She always sang and danced in front of her parents. They enjoyed it very much. One day Ken asked Irene, "What do you want to be in the future*?" She answered, "I want to be a musical* actress*."

Ken and Jane were working in a small factory*. Their life was very hard, but Irene's smiles, songs and dances* gave them ① evenings.

Years passed. One day Irene said to Jane, "When I finish high school, I want to go to New York. I want to study singing and dancing and to be an actress." Jane answered, "I don't like your idea. It is very difficult to become an actress."

One year later Irene finished high school. She didn't change ② her plan. She said to her parents, "I'll go to New York." Ken said to her, "Be a great actress," but Jane said nothing. When Irene left their town, Jane just cried.

Four years passed. Irene couldn't get any roles* on the stage*. About that time, Irene's friend told her some sad news. Jane was seriously injured* in the factory and sent to the hospital. Irene called Ken soon and said to him, "I worry about Mom. I want to take care of* her. And ... it will be difficult for me to be an actress. What should I do? ③ Is it better for me to go back home?"

Her father answered, "Listen to me, Irene. Jane didn't say this to you before, but ... she also wanted to be an actress when she was young. She practiced singing and dancing very hard. I liked watching her."

※Irene was surprised and couldn't say anything. Ken said, "But she couldn't get any roles on the stage. She gave up* her dream. She was very sad, and I was sad, too. She knows it's difficult to be an actress. But now Jane wants you to be a great actress. So your ④ is also our

④ ." A little time later, Irene cried and said, "I'll never give up." ※

One month passed and at last* she got a small role on the stage! She was very happy. She got two tickets and sent them to Ken and Jane. She wanted them to come, but she thought, "They will not come. Mom is still in the hospital."

The opening day came. The musical started. She began to dance on the stage. Suddenly she found a woman in a wheelchair* and a man with her. They were Jane and Ken. Irene was surprised and tears* came into her eyes.

⑤ Ken thought Irene looked like Jane. He remembered Jane's younger days. Jane was singing and dancing in his mind*. Ken said to Jane, "Now Irene is a great actress!" Jane only said, "She is wonderful." It became difficult for Jane to look at Irene because tears were in her eyes, too.

future 将来 musical ミュージカル actress 女優 factory 工場 dances ダンス
 role(s) 役 stage 舞台 was seriously injured ひどいけがをした
 take care of ~ ~の看病をする give up あきらめる at last ついに wheelchair 車いす
 tears 涙 mind 心

問1 文中の ① に入る最も適当な英語を、次のア～エのうちから一つ選び、その記号を書きなさい。

- ア sad イ happy ウ poor エ busy

問2 文中の下線部 ② her plan の内容を説明しているものとして最も適当なものを、次のア～エのうちから一つ選び、その記号を書きなさい。

- ア to work in her father's factory in her town
 イ to leave the town to see musicals in New York
 ウ to take care of her mother in the hospital in her town
 エ to study singing and dancing in New York and to be an actress

問3 文中の下線部 ③ Is it better for me to go back home? について、このときアイリーンの心の中には、母を看病したいという気持ちの他にどのような気持ちがありましたか。次のア～エのうちから最も適当なものを一つ選び、その記号を書きなさい。

- ア 女優になることを完全にあきらめている気持ち
 イ 女優になることがつまらなくなっている気持ち
 ウ 女優になることに自信を失いかけている気持ち
 エ 女優になることができると確信している気持ち

問4 文中の ④ には2か所とも同じ英語が入ります。これらに共通して入る最も適当な英語を、同じ段落(※から※で示した範囲)から1語抜き出して書きなさい。

問5 文中の下線部 ⑤ Ken thought Irene looked like Jane について、Kenはなぜこのように思ったのですか。その理由を述べている次の文の [] に適当な日本語を入れて、文を完成させなさい。

舞台上のアイリーンの姿が、ジェーンが [] 姿と重なって見えたので。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 解答 ◆

問1	イ
問2	エ
問3	ウ
問4	dream
問5	(例) 若いころ歌ったり踊ったりしていた

◆ 解説 ◆

- 問1 「彼らの生活はとても苦しかったが、アイリーンの微笑や歌や踊りは彼らに幸福な晩を与えた」
- 問2 エ 「ニューヨークで歌と踊りを勉強して女優になること」 第3段落第2・3文参照。
- 問3 2つ前の文参照。「私が女優になるのは困難でしょう」と言っていることから考える。It is ... for — to ~「— が~するのは…だ」
- 問4 ジェーンも女優を目指していたがあきらめたというケンの話から考える。同段落第3文に dream がある。
- 問5 「ケンは、アイリーンがジェーンに似ていると思った」 直後の2文に理由が書かれている。

◆ 問題 ◆ 19 - 4 - 6

次の英文は、和樹がニューヨークにホームステイ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、あとの問1～問6の問いに答えなさい。

(宮城県 2007年度)

When Kazuki was a high school student, he went to New York. He stayed with Mr. and Mrs. Johnson, and their son Bill. Kazuki went to school with Bill. He enjoyed his stay in New York very much. But there was ① one thing he didn't understand. His host parents asked him again and again, "Are you enjoying staying with us?"

One evening his host mother said to him, "Kazuki, you always go to your room soon after dinner. You don't talk with us much. Are you really enjoying staying with us? We worry about you." Kazuki was very surprised. He didn't know they worried about him. He went to his room to do his homework after he ② [eat] dinner. In Japan he always did so and his parents didn't worry about him. And there was one more reason. He was a little afraid of making mistakes when he talked with his host parents in English.

That night, Bill came to Kazuki and asked, "Do you have any problems? You look sad." Kazuki answered, "Your parents worry about me because I don't talk with them much. But my English is not good... What should I do?" Bill said, "They just hope to know you better. ③ You (member / a / our / are / family / of) now. Don't be afraid!"

(④), Kazuki tried to talk with his host family every evening. He talked about his school life in Japan, the places he visited in New York, and so on. They listened to him and tried to understand him. All of them had a good time. Kazuki realized it was important to spend some time together with his host family.

His host parents were very glad, and Kazuki was glad, too. Bill was interested in Japan and asked Kazuki a lot of things about it. But Kazuki didn't know the answers to some of his questions. So Kazuki started learning more about (⑤).

注	son	息子	host parents	ホームステイ先の両親	reason	理由
	making mistakes	まちがえること	realized < realize	理解する	spend	過ごす

問1 下線部①について、one thing の内容として最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

- ア Bill went to school and visited many places with Kazuki.
- イ Mr. and Mrs. Johnson always asked Kazuki the same question.
- ウ Kazuki had to go to his room soon after he finished dinner.
- エ Kazuki's host family didn't think his English was good.

問2 下線部②の[]内の語を適切な形に直しなさい。

問3 下線部③の()内の語を正しく並べかえ、英文を完成させなさい。

問4 本文中の(④), (⑤)に入る最も適切なものを、それぞれ次のア～ウから1つ選び、記号で答えなさい。

(④) ア After that イ Until that ウ Before that

(⑤) ア another country イ a foreign country ウ his own country

問5 次の(1)、(2)の質問に対する答えを、本文の内容に合うように英語で書きなさい。

(1) Why was Kazuki surprised when he talked with his host mother?

(2) What did Bill often ask Kazuki about?

問6 あなたがホームステイするとしたら、ホストファミリーと暮らすうえで、どのようなことが大切だと思いますか。和樹の体験も参考にして、あなたがそう思う理由を含め、3文程度の英語で書きなさい。

◆ 解答用紙 ◆

問1	①	
問2	②	
問3	③	You now.
問4	④	
	⑤	
問5	(1)	
	(2)	
問6		

◆ 解答 ◆

問1	①	イ
問2	②	ate
問3	③	are a member of our family
問4	④	ア
	⑤	ウ
問5	(1)	(例) Because he didn't know his host parents worried about him.
	(2)	(例) He asked Kazuki about Japan.
問6		(例) I think communication is important. Because my host family will want to talk with me and know about me. So I should study English hard to have a good stay.

◆ 解説 ◆

問1 直後の文参照。again and again 「何度も」

問2 eat はeat-ate-eaten と不規則変化する。

問3 「君は今僕たち家族の一員なんだよ」 a member of ～ 「～の一員」

問4 ④ 前段落で、Kazuki が Bill に話すことを促されている様子がわかる。

⑤ 直前の2文参照。日本に興味をもった Bill にたくさん質問されたが答えられなかったので、日本のことをもっと勉強するようになったとわかる。

問5 (1) 第2段落第6文参照。worry about ～ 「～を心配する」

(2) 「ビルが Kazuki にしばしばたずねたことは何ですか」 第5段落第2文参照。

問6 I think ～ is important. Because … . So I want to-. などで構成できる。また、「和樹の体験も参考に」とあるので、会話の重要性や英語の間違いを恐れないことなどもあげられる。

◆ 問題 ◆ 19 - 4 - 7

次の英文は、ケニア(Kenya)からの留学生ダンカンが、真紀の通う高校で生徒たちに話したものです。この英文を読んで、あとの問1～問6の問いに答えなさい。

(宮城県 2007年度)

Hello everyone. My name is Duncan. I'm from Kenya. I am studying about environmental problems. Have you ever done anything for the earth? When I talk about that, many people think it is difficult to do something good for the earth. But ① is not so difficult. I think the easiest thing we can do is to reduce garbage. Today I am going to tell you about that. I'd like to talk about plastic bags.

When we buy something at stores, clerks give us paper bags or plastic bags. Do you get them?

A

About thirty billion plastic bags are used in Japan every year. It means everyone in Japan gets one every day. We can use them again, but many of them will become garbage. That's really mottainai.

I learned the word mottainai from Wangari Maathai. Do you know her? She has worked hard to protect forests in Kenya and got the Nobel Peace Prize in 2004. She was impressed by the Japanese word mottainai and introduced it to the world. I also like it very much. I don't get plastic bags when I don't need them. This is the easiest thing we can do for the earth.

Today I have an interesting thing to show you. Look at this. This is a furoshiki, of course. One of my Japanese friends gave this one to me. ② But (それをどのように使うのかわからなかった). I asked him and learned a lot from him. You can wrap or carry many kinds of things with it. You can put it in your pocket and use it again and again. ③ I think it is very useful.

Now, I will make something with this furoshiki. What does it look like? Can you guess? Yes. This is a bag! I'll try to use this furoshiki at stores.

B

 But there are other environmental problems, too. It is important for us to

know about them. And it is also important to do something. I will be glad if you agree with me.

- 注 done < do easiest < easy reduce 減らす garbage ゴミ
 plastic bags レジ袋 clerks 店員 thirty billion 300億
 Wangari Maathai ワンガリ・マータイ (ケニアの環境保護活動家)
 protect forests 森を守る Nobel Peace Prize ノーベル平和賞
 wrap 包む pocket ポケット useful 役に立つ



問1 下線部①が指している内容を、具体的に日本語で書きなさい。

問2 本文中の A に次のa～dの4つの文を入れるとき、それらを並べる順番として最も適切なものを、あとのア～カから1つ選び、記号で答えなさい。

- a But one day I read about plastic bags in a book.
 b Then I was very surprised.
 c I always got them before.
 d So I don't get them now.

- ア a-c-d-b イ b-c-d-a ウ b-d-a-c
 エ c-a-b-d オ c-d-a-b カ d-a-b-c

問3 下線部②の () 内の日本語を、英語に直しなさい。

問4 下線部③のようにダンカンが考える理由を、本文の内容から具体的に日本語で書きなさい。

問5 本文中の B に入る最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

- ア Some stores started selling furoshikis.
 イ Then I won't need plastic bags.
 ウ So I will buy plastic bags there.
 エ I will get furoshikis when I buy something.

問6 次の英文は、ダンカンの話を聞いた真紀と友人のケイトとの会話です。本文の内容をふまえて、(④), (⑤) に入る適切な英語を、それぞれ1語書きなさい。また、⑥ には、真紀に代わって自由に考え、2文程度の英語を書きなさい。

Maki : I didn't know we use so many plastic bags in Japan. When I go (④), I always get them at stores.
 Kate : Me, too. I will try to stop getting plastic bags. How about you, Maki?
 Maki : Of course I will. I hope many people will (⑤) us to reduce garbage.
 Kate : That's right. Duncan will try to use his furoshiki. His idea is wonderful, and he told us something important. Plastic bags are not the only environmental problem. There are many other things we can do. Let's think about that together. Do you have any ideas?
 Maki : Sure. ⑥

◆ 解答用紙 ◆

問1	①	
問2	A	
問3	②	But
問4	③	
問5	B	
問6	④	
	⑤	
	⑥	

◆ 解答 ◆

問1	①	(例) 地球のために何かよいことをすること。
問2	A	エ
問3	②	(例) I didn't know how to use it
問4	③	(例) ふろしきを使えばさまざまな物を包んで運ぶことができ、携帯にも便利で何度でも使えるから。
問5	B	イ
問6	④	(例) shopping
	⑤	(例) join
	⑥	(例) Many trees are used to make paper. So I will not use paper cups when I drink something at home.

◆ 解説 ◆

問1 直前の文の to do something good for the earth を指す。

問2 But, Then, So とのつながりを考える。

問3 how to ～ 「～の仕方」

問5 直後の文の But に注目。「レジ袋の問題は解決しても」という意味合いで前文とつながる。

問6 ④ go shopping 「買い物に行く」 ⑤ join 「(活動などに) 加わる」

⑥ 環境問題について自分にできることは何か、身近なことを取り上げると書きやすい。

◆ 問題 ◆ 19 - 4 - 8

次は、中学生の香織 (Kaori) が同級生の聡子 (Satoko) と一緒に、授業で発表 (presentation) した時の体験について書いたものです。問1～問6の問いに答えなさい。

(秋田県 2007年度)

Ms. Kato said, "You are going to study about one foreign country and give a presentation again *in pairs, but this time I'll make new pairs. Learning about a country is important, but it's also important to work with many different students. I hope you will know more about your new *partners." Her idea was interesting. When I heard about it,

Satoko became my partner, and we chose *Afghanistan. We sometimes talked, but we didn't know very much about *each other. I was excited to work with her, but I worried about the presentation because we had to give it in front of the other students.

I said to Satoko, "I'm happy to work with you. There are many poor children in the world. They don't have much food, can't go to hospital, or can't go to school. I want to work abroad for them. TV news sometimes showed us such children in Afghanistan, and I want to study more about the country." Then Satoko said, "That's a wonderful dream! My father is now working there as a *civil engineer. He teaches the people how to build *bridges, *roads and schools. I want to learn more about the country and *surprise him." I never knew about her father, so

We (①) the next two weeks at the library after school. We found some books about Afghanistan, but they were not (A) sufficient for our study. So, we used the Internet to study more about the country. Satoko used computers very well and that really (②) our work. We learned a lot about the country and found some problems. For example, there were many *wars in the country, and many houses, roads and buildings were *destroyed during the wars. Many schools were also destroyed, and many children had to help their families, so they couldn't go to school. When I learned these things,

We also talked about our families, school life and many other things. I asked Satoko about her father and his life in Afghanistan, and she asked me more about (B) my dream. We learned a lot about each other.

Our presentation was a great *success. Satoko used a computer and showed some pictures on the *screen. I (③) many things about Afghanistan and its problems to the class. the other students said, "Your presentation with the pictures was very interesting, and it was easy to understand. It was really wonderful!" We were very happy to hear that, and we were also happy because we became good friends.

注 in pairs ペア(pair)を組んで partner パートナー Afghanistan アフガニスタン(国名)
 each other お互い civil engineer 土木技師 bridge 橋 road 道路
 surprise 驚かす war: 戦争 destroy 破壊する success 成功 screen スクリーン

問1 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 spent イ called ウ answered エ explained オ helped

問2 発表する国とパートナーが決まったときの香織の気持ちを次のように説明するとき、[]にあてはまる内容を日本語で書きなさい。

アフガニスタンについて聡子といっしょに学ぶことへの期待はあったが、
 [] もあった。

問3 本文の内容から判断して、下線部 (A) sufficient の意味に最も近いものはどれか、次のア～オから一つ選んで記号を書きなさい。

ア same イ enough ウ difficult エ small オ wrong

問4 下線部 (B) my dream とは具体的にどのようなことか、本文から読み取って35字以内の日本語で書きなさい。

問5 にあてはまる最も適切なものはどれか、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 I thought, "I don't like the idea."
 イ I thought, "Who will be my partner?"
 ウ I felt sad, and I really wanted to help them.
 エ I wanted her to tell me more about him later.
 オ I was happy because they wanted to know about Afghanistan.

問6 本文の内容と合っているものを、次のア～オから二つ選んで記号を書きなさい。

ア The other students were impressed by the presentation of Kaori and Satoko.
 イ Satoko chose Afghanistan because she wanted to work in the country like her father.
 ウ Many children in Afghanistan didn't have to go to school because they studied at home.
 エ Ms. Kato's idea was a success because Kaori and Satoko knew more about each other after their study.
 オ Their hard work after school didn't give Kaori and Satoko time to talk about their families and other things.

◆ 解答用紙 ◆

問1	①		②		③																													
問2	アフガニスタンについて聡子といっしょに学ぶことへの期待はあったが、 [] もあった。																																	
問3																																		
問4	<table border="1" style="width:100%; height:100%;"> <tr><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td></tr> <tr><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td></tr> <tr><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td></tr> <tr><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td></tr> </table>																																	
問5	I		II		III																													
問6																																		

◆ 解答 ◆

問1	①	ア	②	オ	③	エ
問2	(例) アフガニスタンについて聡子といっしょに学ぶことへの期待はあったが、[他の生徒の前で発表しなければならぬという不安]もあった。 など					
問3	イ					
問4	(例) 香織が世界中の多くの貧しい子どもたちのために海外で働くことなど					
問5	I	イ	II	エ	III	ウ
問6	ア			エ		

◆ 解説 ◆

- 問1 ① 「私たちは次の2週間、授業後図書館で過ごしました」
 ② 「聡子はとても上手にコンピュータを使い、そのことが私たちの作業にとっても役に立ちました」
 ③ 「私はアフガニスタンとその問題について、たくさんをクラスに説明しました」
- 問2 第2段落最終文参照。
- 問3 直後の文に、「だから、私たちはその国についてもっと勉強するためにインターネットを使いました」とあることから考える。
- 問4 第3段落第2～4文参照。want to ～「～したい」
- 問5 I 「私は『だれが私のパートナーになるのだろう』と思いました」 話の流れから考える。
 II 「彼女にあとで、彼についてもっと話してもらいたいと思いました」 〈want + 人 + to 〉
 「(人)に～してもらいたい」
 III 「私は悲しくて、本当に彼らを助けたいと思いました」
- 問6 ア 「ほかの生徒たちは、香織と聡子の発表に感動しました」 最終段落第4・5文参照。
 エ 「香織と聡子は自分たちの調べものをしてから、お互いについてより多くを知ったので、加藤先生のアイデアは成功であった」 第1段落第1～3文と最終段落最終文参照。

◆ 問題 ◆ 19 - 4 - 9

ある夏の日の夕方、中学生の早希(Saki)さんと、早希さんの家にホームステイしているイギリス人のキャシー(Cathy)さんが、居間でそれぞれのゆかたの試着をしていたところ、そこに、台所で夕食の支度をしていた早希さんのお母さんが入ってきました。次の英文は、それに続く場面を描いたものです。これを読んで、あとの問いに答えなさい。

(山形県 2007年度)

注 daughter 娘 wore ← wear 着る don't have to ～ ～する必要はない
 taught ← teach 教える be good at ～ ～が得意だ repairing ← repair 直す
 would ～ 以前はよく～した rubbish collection points ごみ集積場 coat (衣類の)コート
 special 特別な care 気にする future 将来(の) kitchen 台所

“How do I look? I love this yukata,” Cathy said to Saki’s mother. “You look great in that yukata, Cathy,” said Saki’s mother and then looked at her *daughter. “Oh, that’s too short for you, Saki. Last summer, when you *wore that same yukata, it looked a little longer. □ I’m surprised.” said Saki’s mother.

“Mother, please buy a new one for me because this yukata is too short for me now and I wore it to last year’s Bon Odori...” said Saki. Saki’s mother smiled at her daughter and said, “Wait, Saki. You still look nice in that yukata. You *don’t have to get a new one. □ A” “Cathy was surprised to hear that and she asked Saki’s mother, “Wow, can you do that?” “Of course I can. My mother, Saki’s grandmother, *taught me how to do it,” answered Saki’s mother. “That’s wonderful. Can you tell me more about it?” asked Cathy.

“Well, Saki’s grandmother *was good at making and *repairing kimonos. Saki’s yukata and yours were the ones I wore when I was young. They were made for me by Saki’s grandmother about thirty years ago. Japanese people *would repair old things a lot and use them again and again. But today, many Japanese people think that □ new things are better than old ones. At *rubbish collection points, you will find so many things you can still use.”

When Saki’s mother said this, Cathy began to talk about life in her country. “In my country, old things are often liked more than new ones. One example is a house. Old houses are sometimes more popular than new ones. Our house is about one hundred years old. My father and I have often repaired it, so now we enjoy living in the house very much. Here’s another example. My father’s *coat is twenty-six years old. He says that the coat is very *special for him because it was the first present my mother gave to him. Both of my parents were twenty then. Now the coat is a little old, but he doesn’t *care because he loves it so much. I’m very happy to have him as my father. Using old things for a long time is important.”

□ “Well, ... Mother, ... if you have some time after dinner, can you teach me how to repair the yukata?” When Saki said this to her mother, Cathy shouted, “Yes, Saki, let’s try! Let’s learn it from your mother together. If you repair the yukata very well, you can give it to your daughter in the *future. Isn’t □ that great?” “And my future daughter can also wear the same yukata to the Bon Odori we are going to. That’ll be wonderful,” said Saki.

“OK, girls. I like your idea, but before that, let’s finish making dinner together. Will you help me?” Saki’s mother asked. “Yes, mother. I’m so hungry and I can’t wait,” said Saki.

They all laughed and moved to the *kitchen.

問1 早希さんのお母さんが下線部①のように言ったのはなぜですか。その理由を、本文に即して、日本語で具体的に書きなさい。

問2 本文の □ A □ に最も適する英文を、次のア～エから一つ選び、記号で答えなさい。

- ア I’ll make a delicious dinner in a few minutes.
- イ I’ll show you how to make a delicious dinner.
- ウ I’ll show you a new yukata I bought yesterday.
- エ I’ll make the yukata longer after dinner.

問3 キャシーさんが下線部②とは対照的な考え方をもっていることが、キャシーさんの言った言葉からわかります。その考え方を、「It is」ではじまる英文1文で書きなさい。

問4 下線部③のように言ったときの、早希さんの気持ちに最も近いものを、次のア～エから一つ選び、記号で答えなさい。

- ア なんにも新しいゆかたにこだわる必要はないのに、お母さんは考えすぎだな。
- イ よく考えもせずに新しいゆかたを買ってと言ったのは、軽率だったな。
- ウ 古いゆかたを着るのは嫌だと言っているのに、どうしてわかってもらえないのかな。
- エ キャシーの言うこともわかるけど、私はどうしても古いゆかたが着たいな。

問5 下線部④ that は、どのようなことをさしていますか。日本語で具体的に書きなさい。

問6 本文に即して、次の問いに英語で答えなさい。

- (1) When did Saki’s grandmother make the yukatas for Saki’s mother?
- (2) How old was Cathy’s father when he was given his special coat?

問7 キャシーさんは帰国後に、キャシーさんのお母さんと、日本に滞在していた時のことについて話をしました。次はそのときの対話の一部です。本文の内容に合うように、英文の ~ に最も適するものを、あとのア~エからそれぞれ一つずつ選び、記号で答えなさい。

Cathy's mother : You say that you the Bon Odori a lot. Why?

Cathy : Because I wore a very pretty yukata to it. I liked that yukata very much.

Cathy's mother : Whose yukata was it? Did Saki's parents buy a new one for you?

Cathy : I'll show you the pictures of that day. Here you are.

Cathy's mother : Oh, that's beautiful and you look nice. You and your father love old things. Well, I have an old watch which I used during my school days. It needs repairing a little, but it's a very nice watch. I'll give it to you .

Cathy : Of course. Thank you, mother.

ア knew イ enjoyed ウ thought エ heard

ア Yes, they did. They were so kind.
 イ Yes, they did. And they also bought another one for Saki.
 ウ No, they didn't. I borrowed an old but nice yukata from Saki's mother.
 エ No, they didn't. I borrowed Saki's yukata which was new but short for me.

ア when I buy it イ if I need it ウ when you have it エ if you want it

◆ 解答用紙 ◆

問1				
問2				
問3	It is ()			
問4				
問5				
問6	(1)			
	(2)			
問7	I		II	
	III			

◆ 解答 ◆

問1	(例) 昨年の夏, 早希が着たときには, 少し長く見えたゆかたが, たった一年ほどで, もう短くなってしまったから。			
問2	エ			
問3	(例) (It is) important to use old things for a long time.			
問4	イ			
問5	(例) そのゆかたを上手に直せば, 将来それを早希の娘にも着せることができること。			
問6	(1)	(例) She made them about thirty years ago.		
	(2)	(例) He was twenty.		
問7	I	イ	II	ウ
	III	エ		

◆ 解説 ◆

問1 直前の2文に書かれている。

問2 エ 「夕食の後で, その浴衣を長くしてあげます」 make ～ ... 「～を…にする」 直前に, 新しい浴衣を買う必要はないと言っていることから考える。

問3 第4段落最終文参照。 It is ... to ～ 「～するのは…だ」

問5 直前の文の内容を受けている。

問6 (1) 「いつ早希のおばあさんは早希のお母さんに, その浴衣を作りましたか」 第3段落第3文参照。

(2) 「キャシーのお父さんは特別なコートをもたらったとき, 何歳でしたか」 第4段落第最後から第4・5文参照。

問7 II ウ 「いいえ。私は早希のお母さんから, 古いけどすてきな浴衣を借りたの」 第3段落第2文参照。

III エ 「もしあなたが欲しいならば」

◆ 問題 ◆ 19 - 4 - 10

次の英文は、久美 (Kumi) が海外での体験について書いたものです。問1～問5の問いに答えなさい。
(福島県 2007年度)

I went to Australia with my family. I was very ①() because it was my first trip to a foreign country. Our *guide Kate was waiting at the airport in Australia. She was a tall woman holding a sign with our family's names. She took us to our hotel by car.

In the car, Kate explained our trip in Japanese. She spoke very good Japanese. I wanted to practice English, so I asked her, "Can I talk with you in English?" She agreed. I said to her, "Your Japanese is very good. Have you ever stayed in Japan?" Kate answered, "Oh, no, I've never been to Japan, but I've studied Japanese for many years in Australia." "I still don't understand why you speak Japanese so well. How do you study Japanese?" I asked. Kate said, "I often watch Japanese movies, and try to *imitate and remember some of my favorite actor's words. I think ②that helps me a lot."

While I was talking with Kate, I *realized something about Kate. She really knew a lot about Australia. She could answer all of my questions. I started to think that I should know more about Japan.

We had a great time on our trip. Kate showed us many interesting places, and she taught some useful things. At a *wildlife park, Kate told us to watch the *koalas quietly. She explained, "Koalas usually sleep during the day. If you *make noise, they will wake up. People should enjoy wildlife without *disturbing it. I'll give an example. People may like to hold koalas in their arms, but it *is banned in some areas for wildlife *preservation." I was very surprised to hear that. Then she said with a smile, "My job is to make you happy during your trip. But that's not enough. I want you to learn a lot about Australia. I'm studying the wildlife of Australia to give *information about it to people. Studying is never easy, but I think it is important as a guide."

I was impressed. *Even though Kate was already a good guide, she was still trying to be better. I am interested in working as a guide, so I am trying to learn more about Japan. *Someday I would like to show Japanese nature and Japanese *culture to foreign people coming to Japan.

注 guide ガイド imitate まねる realized ～ ～に気づいた wildlife 野生生物
koalas コアラ make noise 音を立てる disturbing ～ ～をじゃますること
is banned 禁止されている preservation 保護 information 情報
someday いつか culture 文化

問1 下線部①の ()に入る最も適切なものを、ア～エの中から一つ選びなさい。
ア glad イ boring ウ crowded エ popular

問2 下線部②の示す内容を35字程度の日本語でまとめなさい。

問3 次の英文は、久美がコアラについて書いたものです。 A と B に入る最も適切な英語を1語ずつ書きなさい。

We should remember some things about koalas. At a wildlife park, we should be A when we watch them. They sleep during the day. In some areas of Australia, B koalas is banned for their preservation. We should enjoy wildlife without disturbing it.

問4 次の Question に英語で答えなさい。ただし、答えは Answer の後の英文に続けて書きなさい。

Question: What is important in Kate's view of working as a guide?

Answer: It is not enough to make people happy during their trip.

問5 本文の内容に合っているものを、ア～エの中から一つ選びなさい。

- ア Kate was a guide for Kumi's family, and she took them to Australia from Japan.
- イ Kumi was very interested in English, so she asked Kate about how to study English.
- ウ Kate could answer all of Kumi's questions because Kate knew a lot about Australia.
- エ Kumi wants to learn a lot about the nature and culture of foreign countries as a guide.

◆ 解答用紙 ◆

問1			
問2			
問3	A		B
問4	It is not enough to make people happy during their trip.		
問5			

◆ 解答 ◆

問1	ア			
問2	日本映画をよく見て、好きな俳優のことはまねて覚えようとする。			
問3	A	quiet	B	holding
問4	(解答例) (It is not enough to make people happy during their trip.) Studying is important to be a better guide.			
問5	ウ			

◆ 解説 ◆

問1 ア「うれしい」 イ「退屈な」 ウ「混雑した」 エ「人気のある」

問2 直前の文参照。

問3 A 第4段落第3文参照。

B 第4段落第8文参照。holdingは動名詞で主語の働き。

問4 第4段落最後の3文に書かれている内容をまとめればよい。

問5 ア 「ケイトは久美の家族のガイドで、彼女たちを日本からオーストラリアへ連れて行った」

イ 「久美は英語に興味があったので、ケイトに英語の勉強の仕方をたずねた」 久美がたずねたのはケイトの日本語の勉強の仕方なので、本文の内容と合わない。

ウ 「ケイトはオーストラリアについてたくさんを知っていたので、久美の質問のすべてに答えることができた」 第3段落第2・3文参照。

エ 「久美はガイドとして、外国の自然や文化について多くのことを学びたいと思っている」 久美は日本についてもっと学びたいと思っているので、本文の内容と合わない。

◆ 問題 ◆ 19 - 4 - 11

下の英文を読んで、次のページの問1～問4の問いに答えなさい。

(茨城県 2007年度)

My name is Tadashi. I have a □cousin, Yasuo. He lived near my house. We often played baseball together. After that, we usually ate onigiri, rice balls. My friends always said to us, “You look like real brothers.”

One day in July, my mother said to me, “Yasuo’s father will go to New York □on business next month. His family will live there. Yasuo will go to school there.” I was very sad to hear that, and I didn’t want to eat anything. The next day, I decided to have a good time with him.

On the □departure day, my family and I went to Narita to *see them off. I didn’t want to show my □tears to Yasuo. I said to him, “Make a lot of friends in New York and play baseball with them.”

Two weeks later, we talked on the phone. Yasuo told me about his life at school. On his first day at school, his mother made three rice balls for his lunch. He went to school alone. At lunch time, he opened his lunch box in the □cafeteria. A lot of students came to him. Some of them □pointed to the rice ball in his hand. They □laughed and said something in English. He didn’t understand what they said. One of them asked, “What’s that... ?” He was not happy and closed his lunch box. He went back home with the rice balls. He told his mother about lunch time. She said to him, “That’s all right. I’ll help you.” The next morning, she made a lot of rice balls for the students in Yasuo’s class. He was very glad and said, “Thank you, Mom. I’ll try to make friends.” At lunch time, he gave each student a rice ball. They just looked at the onigiri □for a while. Then one of the students tried one and said to the others, “□” They started eating onigiri and smiled at Yasuo. Yasuo enjoyed lunch with them.

Now Yasuo has a lot of friends in New York. His best friend is Bill. He is the first student that ate the rice ball on that day.

cousin いとこ on business 仕事で departure 出発 see ～ off ～を見送る
 tear(s) 涙 cafeteria カフェテリア(生徒用の食堂) pointed to ～ ～を指差した
 laughed 笑った for a while しばらくの間

問1 本文の内容に合う文を、次のア～クの中から3つ選んで、その記号を書きなさい。

- ア Tadashi and Yasuo are good brothers and often play baseball together.
- イ Tadashi was sad when his mother told him about Yasuo’s family.
- ウ Tadashi said nothing to Yasuo at Narita because he was very sad.
- エ Yasuo went to school with his mother on his first day at school.
- オ Yasuo didn’t bring onigiri for lunch on his second day at school.
- カ Yasuo made friends in New York with his mother’s idea.
- キ Tadashi and Yasuo enjoyed talking about baseball on the phone.
- ク On Yasuo’s second day at school other students tried onigiri after Bill.

問2 次の①, ②の質問にそれぞれ英語で答えなさい。

- ①What month did Yasuo go to New York ?
- ②What did Yasuo do when the students came and one of them said something ?

問3 本文中の下線部に対して、Yasuo(ヤスオ)の母親は具体的にどのような行動をとったか、20字以上、30字以内の日本語で書きなさい。ただし、句読点は字数に含むものとする。

問4 本文中の □ に入れるのに最も適切なものを、次のア～エの中から1つ選んで、その記号を書きなさい。

- ア It’s great! Make some.
- イ It’s good! Try some.
- ウ It’s nice! Let’s smile.
- エ It’s OK! Let’s play.

◆ 解答用紙 ◆

問1			
問2	①		
	②		
問3			
問4			

◆ 解答 ◆

問1	イ	カ	ク
問2	①	(In) August.	
	②	He closed his lunch box.	
問3	(次の日の朝,) クラスの生徒たちにたくさんのおにぎりを作った。		
問4	イ		

◆ 解説 ◆

問1 イ 第2段落第4文参照。

カ 第4段落終わりから第8文および、最終段落参照。

ク 第4段落終わりから第2・3文および、最終段落3文参照。

問2 ① 「Yasuoは何月にニューヨークに行ったのですか」 第2段落第1・2文参照。

② 「生徒達がやってきてその中の一人が何かを言ったとき、Yasuoは何をしましたか」

問3 第4段落終わりから第8文参照。

問4 直後で他の生徒達もおにぎりを食べ始めていることに注目。

◆ 問題 ◆ 19 - 4 - 12

次の英文を読んで、問1～問4の問いに答えなさい。

(栃木県 2007年度)

Misaki's father is a famous baseball player in Japan. This spring he had to move to another city to play on a different team. He wanted to go with his family, but Misaki and her mother didn't want to leave their house. So, they couldn't live together. ①That made him sad.

In April, he played very well. When he hit a home run, he always called Misaki. She felt happy because she could talk a lot with him.

In June, he couldn't hit so many home runs, and he didn't call her so often. When she saw many girls with their parents on the street, Misaki sometimes missed her father. She couldn't tell this to him, because she knew her father was playing very hard alone.

One day in July, Misaki's father got hurt in the game. Her mother worried about him and called him. After that, she said to Misaki, "He is not so young and he is very tired. I told him to come back to live with us. Then he got very angry. He says he is all right. What is he thinking about?" Misaki said, "Father is trying very hard now. Mother, you should help him. I will write to him."

A few days later, Misaki's father got her letter.

Dear Father,

Are you all right? After you left home, I felt sad. Father, I know it's your job. I love you. When you hit a home run and you run in the ground, I can feel the wind. It is a wonderful time for me. I want to feel it more. I believe you can do it. Try your best.

With love, Misaki

He read this letter and wrote ②something on the other side of a picture of his family. It was a Chinese character. "I'll try my best, so you can feel it more, Misaki," he said to himself. He put the picture into his pocket.

After that, he hit many home runs and his team became the champions of this year. He also became MVP of this year. He said, "This is an important picture. Playing very hard for my family is my life. My daughter taught me ③this. I want to thank her." The next day, there was a picture of Misaki and her father on the newspapers and Misaki was introduced as "another MVP."

注 home run ホームラン miss へがいなくてさびしく思う alone ひとりで
 get hurt けがをする worry about へを心配する get angry 怒る
 Chinese character 漢字 himself 彼自身 pocket ポケット champion チャンピオン
 MVP 最優秀選手 daughter 娘

- 問1 下線部(1)の指す内容を日本語で書きなさい。
- 問2 下線部(2)はどれか。
 ア 打 イ 走 ウ 風 エ 勝
- 問3 下線部(3)の指す内容を日本語で書きなさい。
- 問4 本文の内容と一致するものはどれか。二つ選びなさい。
 ア Misaki's father had to play on the same team every year.
 イ Misaki talked with her father when he hit a home run.
 ウ Misaki felt happy when she saw other families on the street.
 エ Misaki's father said he wanted to come back to his family.
 オ Misaki told her mother to help her father when he got hurt.
 カ Misaki's mother wrote a letter to Misaki's father.

◆ 解答用紙 ◆

問1		
問2		
問3		
問4		

◆ 解答 ◆

問1	(例) 家族と一緒に暮らせないこと。	
問2	ウ	
問3	(例) 家族のために一生懸命にプレーすることが自分の人生だということ。	
問4	イ	オ

◆ 解説 ◆

問1 直前の文の内容を受けている。

問2 あとに続く文の “I'll try my best, so you can feel it more, ...” の it は the wind を指すことから考える。

問3 直前の文の内容を受けている。Playing は動名詞。

問4 イ 「Misaki はお父さんがホームランを打ったときに(お父さんと)話をした」 第2段落第2・3文参照。

オ 「Misaki はお父さんがけがをしたとき、お母さんにお父手を助けてあげるように言った」 第4段落参照。

◆ 問題 ◆ 19 - 4 - 13

次の英文を読んで、問1～問4の問いに答えなさい。

(栃木県 2007年度)

In Japan many people take a bath every day, but when we have a cold, we do not often take a bath. We believe we should not take a bath when we have a cold. Many people in other countries do not agree with this idea, and they do not think about such a thing. Why do Japanese people believe this?

Many years ago, Japanese people did not usually have a bathroom in their own house. They just washed their body outside the house, or they went out to public baths. In the cold season, the air . Then, they often felt cold after they took a bath. That was very bad for people who had a cold.

Today, many houses in Japan have a bathroom, and we do not have to go outside to take a bath. So, [] so often after we take a bath. For this reason, doctors say that we can take a bath even if we have a cold.

Doctors say that there are some things we should remember, if we want to take a bath when we have a cold. For example, we should not take a long, hot bath. It is important to think about both the time and the temperature of the water. After we take a bath, we must dry our body and hair very soon, and we should not go to bed late. When we have a high fever or we are weak, we must not take a bath.

注 public bath 公衆浴場 reason 理由 even if たとえ～でも temperature 温度
dry 乾かす fever 熱 weak 弱っている

問1 下線部はどういう考えか。日本語で書きなさい。

問2 に入れるものとして最も適切なものはどれか。

- ア brought the warm rain there
- イ brought them the hot water
- ウ made their warm body cold
- エ made the hot bath cool

問3 [] には、文脈から考えてどのような英語が入るか。4語または5語で書きなさい。

問4 次の 内の英文が、本文の第4段落の内容に合うように、①から③のそれぞれの()内に、指定された文字で始まる適切な英語を1語ずつ書きなさい。

If you take a bath when you have a cold, doctors say that you must remember a few things. You may take a bath when your fever is not high, but be ①(c) about the time and the temperature of the bath. After you take a bath, dry yourself ②(q), and go to bed ③(e).

◆ 解答用紙 ◆

問1				
問2				
問3				
問4	①		②	
	③			

◆ 解答 ◆

問1	(例) かぜをひいているときは、ふろに入るべきではないという考え。			
問2	ウ			
問3	we do not [don't] feel cold (we do not become / get cool)			
問4	①	careful	②	quickly
	③	early		

◆ 解説 ◆

問1 直前の文参照。take a bath「ふろに入る」 have a cold 「かぜをひいている」

問2 「温かい体を冷たくした」 make ～ ... 「～を…にする」

問3 「ふろに入ったあと、それほど冷えることはない」という意味の文になるようにする。

問4 ① 「～に気をつけなさい」 ② 「すぐに乾かしなさい」 ③ 「早く寝なさい」

◆ 問題 ◆ 19 - 4 - 14

次は、Ayaka が書いた作文です。これを読んで、問1～問4に答えなさい。

(埼玉県 2007 年度)

Last summer twenty students from a sister city in Australia visited Japan. They went to Tokyo and then came to my city. For the last three days each student stayed with a Japanese family. Diana stayed with us. My family welcomed her and enjoyed talking with her. Her Japanese was very good because she was learning Japanese in her school. She was interested in Japanese culture.

When we had dinner, Diana asked us a question about hotel room numbers in Japan. She stayed at a hotel in Tokyo. Her room was 203 and the next room number was 205, not 204. She tried to find room 204 but she couldn't. She asked us why there was no room 204. My father answered, "Some Japanese think number four is a bad number. They don't like the number because it is pronounced the same as the word for death. So, some hotels and hospitals don't have room numbers ending in four in Japan." Diana said, "That's interesting. I didn't learn that in my Japanese class."

The next morning Diana and I got up and went to the living room. My parents were drinking green tea. Diana was a little surprised and said, "I thought Japanese people always drink green tea in a special way." My mother said, "You are talking about a tea ceremony but this is not a tea ceremony. We usually drink green tea as you drink tea or coffee."

In the afternoon, I took Diana to the summer festival in my town. A lot of people were walking through many kinds of shops along the street. Diana said, "Many girls are wearing kimonos. They are so beautiful. I learned that many years ago Japanese people wore kimonos every day but today most people don't wear them. Why are those girls wearing kimonos today?" I answered, "They are wearing yukata, a kind of kimono. Many young girls like wearing yukata at summer festivals."

Before Diana left us we took her to a park near my house. We walked around and played on the grass. Diana found a four-leaf clover in the grass and said, "In my country it's a good thing to find a four-leaf clover. But it's really sad to find it on my last day with you, because four is a bad number in Japan." My father said to her, "Don't worry, Diana. Four-leaf clovers are good in Japan too." Diana said, "That's great. I'm happy now."

When we had to say good-bye to Diana, we gave her a present. I said, "You can open it now." Diana opened the present and said, "Oh, it's a yukata. I really like it. Thank you very much. I learned a lot about Japanese culture before I came here, and I thought I knew many things. But there are some things people don't know about a country until they visit it. I've found out new things about Japanese culture. Three days are very short but staying with you has been more interesting than visiting some famous Japanese places."

注 welcomed～ ～を歓迎した is pronounced 発音される the same as～ ～と同じように
 death 死 ending in～ ～で終わる special way 特別な方法 tea ceremony 茶道
 wore～ ～を着ていた grass 草地 four-leaf clover 四つ葉のクローバー until～ ～まで

問1 本文の内容に合うように、次の(1)と(2)の英文に続けるのに最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。

- (1) Diana asked a question about hotel room numbers in Japan because
- ア she couldn't find room 204.
 - イ she couldn't find room 205.
 - ウ she couldn't find her room.
 - エ she couldn't find her friend's room.
- (2) Diana has found out
- ア that there are no hotels and hospitals in Tokyo.
 - イ that she knows a lot about number four in Japan because she learned about Japan in her school.
 - ウ that coffee is more popular than green tea in Japan today.
 - エ that there are some things people don't know about a country until they visit it.

問2 Ayaka の両親がお茶を飲んでいるのを見て、Diana はどのようなことを言いましたか。具体的に日本語で書きなさい。

問3 本文の内容に関する次の質問に、英語で答えなさい。

Why was Diana happy after Ayaka's father told her about four-leaf clovers ?

問4 次の英文は、日本から帰国した Diana が Ayaka に送ったEメールです。本文の内容をもとに、次の(1)～(4)にあてはまる英語を、1語ずつ書きなさい。

Dear Ayaka and family,

Hello! I hope you are all fine. Thank you very much for having me in your family. I had a good time with you. I was interested in Japanese culture before. But this time I've found out new things about Japan. I was very surprised to see many (1) in kimonos because I learned that most Japanese people don't wear kimonos today.

Oh, thank you for your (2). I was very glad to open it because it was a beautiful yukata. I really like it. I will (3) it as my most important thing from Japan.

I visited some famous places in Japan. They were beautiful. But (4) with your family was more interesting than visiting there. I want to see you again soon. Come and visit my house some day. I'd like you to meet my family. See you again.

Love
Diana

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(1)	ア
	(2)	エ
問2	私は、日本人はいつも特別な方法で緑茶を飲むと思っていた。	
問3	(例) Because they are good in Japan too.	
問4	(1)	(例) girls
	(2)	(例) present
	(3)	(例) keep
	(4)	(例) staying

◆ 解説 ◆

- 問1 (1) 第2段落第4・5文参照。「Dianaは204号室を見つけられなかったので、日本のホテルの部屋番号についてたずねました」
 (2) 第6段落第7文参照。「ある国について、その国を訪問するまではわからないことがあるのだとDianaは気づきました」
- 問2 第3段落第3文参照。
- 問3 「Ayakaの父がDianaに四つ葉のクローバーについて話をした後、なぜDianaはうれしかったのですか」第5段落第5～7文参照。
- 問4 (1) many girls in kimonos「着物を着た多くの女の子」 inは「着用」を意味する。第4段落第3文参照。
 (2) 第6段落第1文参照。
 (3) keep「持ち続ける」
 (4) 「しかしあなたの家庭に滞在したことは、そこ(日本の有名な場所)を訪れたことよりも、もっと興味深いことでした」第6段落最終文参照。stayingとvisitingは動名詞。

◆ 問題 ◆ 19 - 4 - 15

次の文章を読んで、それぞれの問いに答えなさい。

(千葉県 2007 年度)

Tim is an ALT from Australia. On his first visit to Kyoto, his friends said that he should see Kinkaku-ji, the Golden Temple, and Ginkaku-ji, the Silver Temple. So he first visited Kinkaku-ji and found that the temple was covered with gold. He was very impressed with the beautiful golden color of the temple.

Next, he took a bus to Ginkaku-ji. He left the bus and started to walk. But he soon found that he didn't know where he was. Just then, he saw some students and asked them for help. They were junior high school students who came to Kyoto from Chiba on a school trip. One boy said, "We are going to Ginkaku-ji. Why don't you join us?" Tim was very happy to hear that. He talked a lot with the students. At last they came to Ginkaku-ji. Tim thanked them for their help. He was a little surprised to find that the color of the temple was not silver.

注 ALT 外国語指導助手 on his first visit to Kyoto 彼が初めて京都を訪れる際に
 Kinkaku-ji, the Golden Temple 金閣寺 Ginkaku-ji, the Silver Temple 銀閣寺
 be covered with ~でおおわれている gold 金ばく be impressed with ~に感動する
 soon すぐに a lot たくさん at last ついに be surprised おどろく

① 本文の内容に合うように、次の英文の()の中に入る最も適当なものを下のア～エのうちから一つ選び、その符号を書きなさい。

Tim asked some students for help because ().

- ア he didn't know which bus he should take to Kinkaku-ji
- イ he didn't know how to get to Ginkaku-ji
- ウ they were junior high school students from Kyoto
- エ they were coming back from Ginkaku-ji

② 本文の内容と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 Tim went to Ginkaku-ji before he went to Kinkaku-ji.
- イ Tim met some students on the bus to Ginkaku-ji.
- ウ Tim was surprised to find that Ginkaku-ji was covered with silver.
- エ Tim thanked the students for taking him to Ginkaku-ji.

◆ 解答用紙 ◆

①		②	
---	--	---	--

◆ 解答 ◆

①	イ	②	エ
---	---	---	---

◆ 解説 ◆

- ① イ「彼は銀閣寺への行き方がわからなかった」 第2段落第1～3文参照。
- ② エ「ティムは学生たちに、銀閣寺へ連れて行ってくれたことの礼を言った」 第2段落最後から第2文参照。

◆ 問題 ◆ 19 - 4 - 16

次の文章を読んで、それぞれの問いに答えなさい。

(千葉県 2007年度)

Jim's class went on a field trip last week. In the afternoon he played catch with Bill. He missed Bill's ball and went to look for it. "Come here, Bill!" Jim said. "What happened, Jim?" "Look! I've (A) a dinosaur egg!" Jim looked happy. "I think it's just a stone," Bill said. "Do you remember the model of a dinosaur egg Ms. White showed in her science class?" "Of course, I do. But I don't think it is so (B) to find a dinosaur egg." "All right, Bill. I will take this to Ms. White tomorrow and show it to her." "Well, you should be careful when you (C) such a big stone in your bag." "It's an egg, not a stone!" Jim said.

注 go on a field trip 遠足に出かける play catch キャッチボールをする miss ～を捕りそこなう
dinosaur egg 恐竜の卵 stone 石 model 模型

本文中の(A)～(C)の中に入る最も適当なものを次のア～エのうちからそれぞれ一つずつ選び、その符号を書きなさい。

- | | | | |
|----------|--------|---------|-------------|
| ア bought | イ lost | ウ found | エ left |
| ア easy | イ big | ウ old | エ difficult |
| ア see | イ lose | ウ feel | エ carry |

◆ 解答用紙 ◆

A		B		C	
---	--	---	--	---	--

◆ 解答 ◆

A	ウ	B	ア	C	エ
---	---	---	---	---	---

◆ 解説 ◆

- ② 「それ (=恐竜の卵を見つけること) がそんなに簡単だとは思いません」
 ③ 「そんなに大きな石をかばんに入れて運ぶときは」

◆ 問題 ◆ 19 - 4 - 17

次の文章を読んで、それぞれの問いに答えなさい。

(千葉県 2007年度)

Jane went for a walk with her father in the morning. When they came near the library, Jane stopped and said, "I haven't seen Shota for seven years, Dad." "You mean your first friend here in Japan?" "Yes. He lived near us, but he moved away in the early summer when we were both eight." "You missed him very much when his family moved. But why are you talking about him now?" "It's the lilies, Dad. We said good-bye in front of the lilies by his house. They smelled very sweet at that time. When I smell lilies, I always remember him." Jane and her father looked back. Some lilies were giving off a sweet smell near the library.

注 go for a walk 散歩に行く Dad 父さん move away 引っ越す
miss ~がいなくなって寂しい lily ゆり give off~を放つ

① 本文の内容に関する次の質問に、英語で答えなさい。

Where did Jane say good-bye to Shota?

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 幼いころの友だちを思い出すことになったきっかけ
- イ 幼いころの友だちが引っ越すことになった理由
- ウ 幼いころの友だちとの数年ぶりの再会
- エ 幼いころの友だちと初めて会ったときの思い出

◆ 解答用紙 ◆

①	
②	

◆ 解答 ◆

①	(解答例 1) She said good-bye to him in front of the lilies by his house. (解答例 2) In front of the lilies by his house.
②	ア


◆ 解説 ◆

① 質問は「ジェーンはどこでショウタにさようならを言いましたか」。最後から第5文参照。

◆ 問題 ◆ 19 - 4 - 18

次の文章は、英語の授業で Momoyo が写真を見せながら行ったスピーチの内容の一部です。

(東京都 2007 年度)

<p>This is a picture of a *peach tree I took last spring. This tree is very special to me. It stands in the garden of my house. My grandfather planted it for me on my birthday. All of my family have *taken good care of it since then. I sometimes read books and enjoy talking with my family under the tree. Every spring we have lunch under its beautiful *blossoms. In summer the tree gives us its fruit. Last summer we got twenty peaches! Do you know we can use its *leaves in the bath? They are very good for us. The tree makes us happy through the year.</p> <p>This spring we will see a lot of blossoms again. Each year, the tree becomes bigger and has more blossoms. My grandfather and my parents hope that I will grow like the tree. When I see it, I always feel I am loved by my family, too. Why don't you come and see it?</p>	
<p>注 peach 桃 take good care of ~ 大事に～の手入れをする blossom 花 leaves 葉</p>	

- (1) Momoyo がこのスピーチの中で最も伝えたいことは、次のうちではどれか。
- ア Momoyo's grandfather has planted a lot of peach trees in the garden.
 - イ All of Momoyo's family enjoy eating the peaches of the tree every spring.
 - ウ Momoyo has loved the peach tree she planted in the garden on her birthday.
 - エ A peach tree which was planted on Momoyo's birthday is very special to her.
- (2) あなたも写真を見せながらスピーチをすることになりました。紹介したいものを一つとりあげ、そのことについて三つの英語の文で書き表しなさい。

◆ 解答用紙 ◆

(1)	
(2)	

◆ 解答 ◆

(1)	エ
(2)	解説参照

◆ 解説 ◆

- (1) 第1段落第2・4文参照。
- (2) 英文は3つなので、紹介したいもの、その理由、補足や自分の考えなどを簡潔にまとめる。
書き出しの例: A stone which my friend gave me last year is very important. / We were very good friends before he moved to Osaka last year. / When he left Tokyo, he gave it to me.

◆ 問題 ◆ 19 - 4 - 19

次の文章を読んで、あとの各問に答えよ。

(東京都 2007 年度)

注 carpenter 大工 job site 作業現場 plane a piece of wood 木材にかんなをかける
 professional プロの experience 経験 keep on working 働き続ける
 be moved 感動する come up to ～ ～に近寄ってくる probably おそらく
 be proud of ～を誇りに思う significance 意義 architect 建築家
 design デザインする come true 実現する

When Yumi was a junior high school student, she played video games with her younger brother Akira almost every day. Her parents felt sad to see that and often told her to study more. Her father was a *carpenter. He worked from early morning until late at night every day. But Yumi didn't know why he worked so hard.

When Yumi became a high school student, she made a lot of friends, and she began to enjoy learning things. Her life in high school was not so bad. But there was one thing she worried about. When her teacher asked her about her future, she couldn't say anything. Most of her friends had their own dreams or plans, and they often told each other about them. She felt very sad when she couldn't join them. She didn't have any dreams or plans for the future. One night she told her father about that. He smiled and told her to come to his *job site some day. She didn't know why he told her to do that.

One day, on her way home from school, she decided to visit her father's job site. When she got there, Yumi's father was working with two young carpenters. He was showing them how to *plane a piece of wood. She saw something *professional in him. It was her first *experience to see him at his job site, and she got very excited. She thought her father was great. After a while, her father said to Yumi, "Come here. Let's have some tea." He gave a cup of tea to her and asked, "What do you think of my work, Yumi?" Yumi said, "It's wonderful." He said, "I have built about thirty houses in about fifteen years. Building a good house takes a long time." Then she asked him, "Why did you decide to become a carpenter?" He answered, "I wanted to make a lot of people happy through building good houses. When I started to work as a carpenter, it was very hard for me, and I often wanted to give up. But I didn't. Because my dream was to make a lot of people happy through building good houses. I *kept on working very hard." She *was moved by her father's words. They finished drinking the tea. Then a boy *came up to them. The boy was Akira. She was surprised and asked, "What are you doing here?" Akira answered, "I'm here to watch our father. I often come here after school. It's interesting to watch him at his job site." Yumi was surprised again and looked at her father. Her father was smiling. Akira was interested in his work! She thought Akira would *probably become a carpenter like him. On their way home, Akira said to Yumi, "I *am proud of our father. What about you?" She answered, "I am, too. Now I know why he told me to come to his job site." Her father wanted her to know the *significance of working. She thought about her life. After that day, she began to think about her future. She also wanted to make a lot of people happy through her work. That became her big dream. She studied harder, and her school life got better.

Now Yumi is an *architect and Akira is a carpenter. A lot of people in the town want her to *design their own houses. She is very busy, but she is very glad to make a lot of people happy through her work. Yumi's big dream has *come true.

問1 But there was one thing she worried about. を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

But Yumi worried because .

- ア her life in high school was not so bad
- イ she enjoyed learning things in high school
- ウ her father kept on working very hard every day
- エ she didn't have any dreams or plans for the future

問2 次のア～エの文を、本文の内容の流れにそって並べ、順に記号を書け。

- ア Yumi visited her father's job site and was excited to see her father.
- イ Yumi began to think about her future.
- ウ Yumi couldn't say anything when her teacher asked her about her future.
- エ Yumi played video games with Akira almost every day.

問3 次の(1)～(3)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) Yumi's father told Yumi to come to his job site because .

- ア he wanted her to build a good house
- イ he wanted her to decide to become a carpenter
- ウ he wanted her to know the significance of working
- エ he wanted her and Akira to help him with his work

(2) Akira often came to his father's job site because .

- ア he wanted to see his sister Yumi
- イ he was interested in his father's work
- ウ he and the two young carpenters were friends
- エ he was only interested in playing video games

(3) Yumi's school life got better when .

- ア she found a dream and studied harder
- イ she was moved by her father's words
- ウ she saw something professional in her father
- エ she was surprised to see Akira at her father's job site

問4 次の質問に英語で答えよ。

- (1) How did Yumi feel when her friends were talking about their future at high school ?
- (2) What has Yumi wanted to do through her work as an architect ?

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	エ	
問2	エ→ウ→ア→イ	
問3	(1)	ウ
	(2)	イ
	(3)	ア
問4	(1)	She felt very sad.
	(2)	She has wanted to make a lot of people happy.

◆ 解説 ◆

- 問1 第2段落第6・7文参照。
- 問2 ア 「ユミは父の作業現場を訪れ、父（の働く姿）を見て興奮した」 be excited to ～ 「～して興奮する」第3段落第5文参照。
 イ 「ユミは自分の将来について考え始めた」 第3段落終わりから第4文参照。
 ウ 「先生がユミの将来についてたずねたとき、彼女は何も言えなかった」 第2段落第4文参照。
 エ 「ユミはアキラとほとんど毎日テレビゲームをした」 第1段落第1文参照。
- 問3 (1) 「ユミの父は、働くことの意義を知ってもらいたくて、作業現場に来るよう彼女に言った」
 (want+人+to ～) 「(人)に～してほしい」 第3段落終わりから第6・7文参照。
 (2) 「アキラは父の仕事に興味があったので、しばしば作業場にやって来た」 be interested in ～ 「～に興味がある」 第3段落終わりから第15文参照。
 (3) 「ユミが1つの夢を見つけ、より一生懸命勉強したとき、彼女の学校生活はよりよくなった」
- 問4 (1) 「高校で友達が自分達の将来について話していたとき、ユミはどう感じたか」 第2段落第6文参照。
 (2) 「建築家として、彼女が仕事を通じてしたいと思っていることは何か」 現在完了形で質問されていることに注意。make ～ happy 「～を幸せにする」 最終段落第3文参照。

◆ 問題 ◆ 19 - 4 - 20

次の英文は、中学生の由美が英語で書いた日記の一部です。下の 中の日本語を参考にして、英文中の ― 線問1～ ― 線問4の () の中に入れるのにそれぞれ最も適する1語を書きなさい。ただし、答えはすべて () 内に指示された文字で書き始めなさい。

(神奈川県 2007年度)

<p>Today, I studied English with Akio at school. He lived in Canada when he was ^{問1}(e _____) years old. When he was nine, he went to China and lived there for two years. He has many friends in those countries and he sometimes writes letters to them in English. I asked many questions about English, life in Canada and life in China. He ^{問2}(a _____) all the questions. Akio told me about the people he ^{問3}(m _____) in Canada and China. He also told me about two ^{問4}(l _____) used in Canada. I think I learned many things from Akio today.</p>
<p>今日、私は学校で明男と一緒に英語の勉強をしました。彼は8歳の時カナダに住んでいました。彼は9歳の時に中国へ行き、そこに2年間住んでいました。彼はそれらの国にたくさんの友だちをもっています。そして彼は、時々彼らに英語で手紙を書きます。私は、英語、カナダでの生活、そして中国での生活について多くの質問をしました。彼はすべての質問に答えました。明男は、彼がカナダと中国で出会った人々について私に話してくれました。彼はまた、カナダで使われている二つの言語について私に話してくれました。今日、私は明男から多くのことを学んだと思います。</p>

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 解答 ◆

問1	eight
問2	answered
問3	met
問4	languages

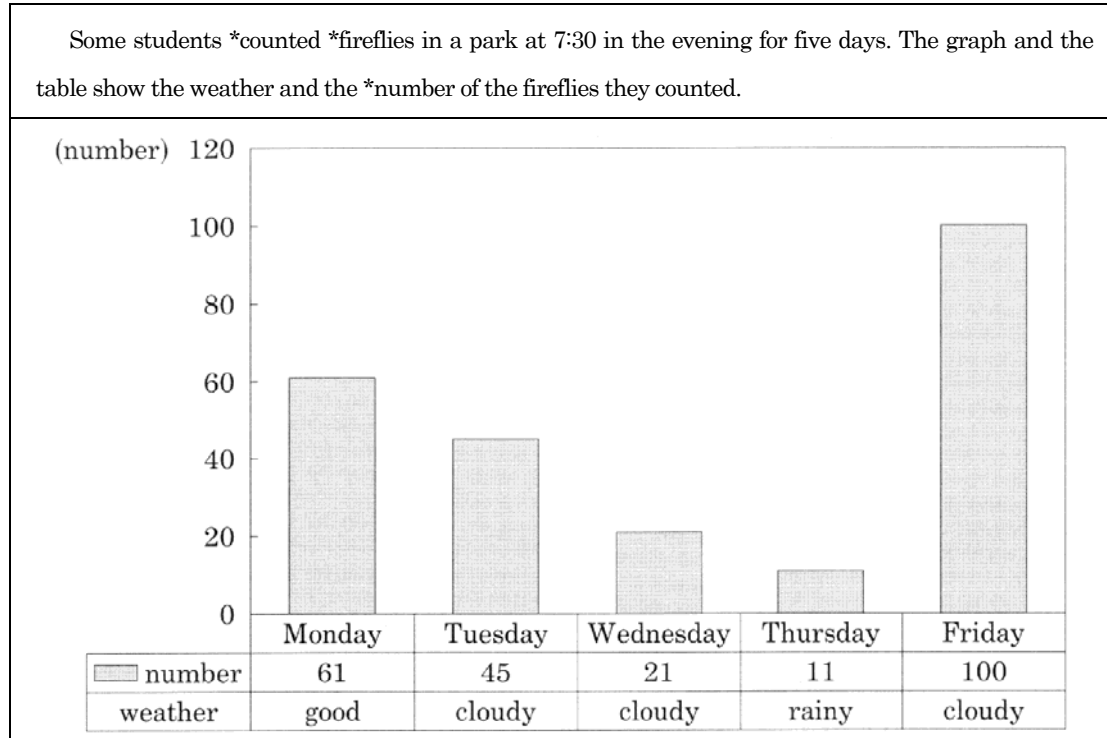
◆ 解説 ◆

- 問1 〈数詞+years old〉で年齢を表す。
- 問2 「答える」は answer。過去形にすることに注意。
- 問3 「出会う」meet は不規則動詞。
- 問4 two の後なので複数形にする。

◆ 問題 ◆ 19 - 4 - 21

次の英文, グラフ (graph) について, あとの Question の答えとして最も適するものを, 1~4 の中から一つ選び, その番号を書きなさい。

(神奈川県 2007 年度)



counted~ ~をかぞえた fireflies ホタル number 数

Question : What can we say from the graph and the table?

1. The students saw 11 fireflies on Tuesday. It was cloudy on that day.
2. The students saw 21 fireflies on Thursday. It was rainy on that day.
3. The students saw 61 fireflies on Monday. It was rainy on that day.
4. The students saw 100 fireflies on Friday. It was cloudy on that day.

◆ 解答用紙 ◆

◆ 解答 ◆

4

◆ 解説 ◆

ホタルの数, 曜日, 天気すべてがグラフおよび表と一致するのは4のみ。

◆ 問題 ◆ 19 - 4 - 22

次の英文について、あとの Question の答えとして最も適するものを1～4の中から一つずつ選び、その番号を書きなさい。

(神奈川県 2007年度)

Tom started to read a book last Wednesday. The book has 12 *chapters. He *read only one chapter on the first day. On Thursday, he read two chapters. Yesterday, he read the fourth chapter, the fifth chapter and the sixth chapter. Today, the story became exciting and he read many chapters. Tomorrow is Monday. Tom will read the last chapter after school and finish reading the book tomorrow.

chapters 章 read～ ～を読んだ

Question : How many chapters of the book did Tom read on Saturday?

1. Three chapters. 2. Four chapters. 3. Five chapters. 4. Six chapters.

◆ 解答用紙 ◆

◆ 解答 ◆

1

◆ 解説 ◆

第7文に「明日は月曜日」とあるので「昨日」にあたるのが土曜日だとわかる。第5文参照。

◆ 問題 ◆ 19 - 4 - 23

次の英文, 表 (table) についてあとの Question の答えとして最も適するものを 1~4 の中から一つずつ選び, その番号を書きなさい。

(神奈川県 2007 年度)

Naomi, Kenta, Makoto and Jane are high school students. This table shows when they left home and got to school this morning.

Student	Left home at	Got to school at
A	8:15	8:20
B	8:10	8:25
C	7:50	8:15
D	7:45	8:20

Today, Jane got to school the earliest of the four students. Makoto got to school earlier than Kenta. Makoto needs the shortest time to come to school.

Naomi and Jane live in the *same town. They need a lot of time to come to school, but Naomi needs longer time than Jane.

same ~ 同じ~

Question : Who is Student D in this table?

1. Naomi. 2. Kenta. 3. Makoto. 4. Jane.

◆ 解答用紙 ◆

◆ 解答 ◆

1

◆ 解説 ◆

家の出発時刻と学校の到着時刻の差が所要時間。第3段落で、最も所要時間の長いDがナオミだとわかる。

◆ 問題 ◆ 19 - 4 - 24

次の英文を読んで、あとの問1～問7の問いに答えなさい。

(新潟県 2007年度)

Mottainai is a Japanese word. A long time ago people used this word to say, "Thank you. But it's too much for me." Today people still use the word in this meaning. But people often use it in a (A) meaning. If you buy a notebook before finishing your notebook, someone of your family will say, "Mottainai." It means, "Wait. You can still use it. You don't have to buy another one."

Now mottainai has become a word for an ecology campaign. Who began to use this Japanese word for the campaign? A Kenyan woman did. She worried about the nature of her country.

a She wanted to save it and began the Green Belt Movement in 1977. Since then, she and her members have planted about 30,000,000 trees or more. She is known as "the tree woman of Kenya." For her hard work she got the Nobel Peace Prize in 2004. This news made her very famous in the world.

Some Japanese people who heard the news asked her to come to Japan. And in 2005 she visited Japan. During her stay in Japan something important happened to her. b She met the Japanese word mottainai. Then she became very happy to learn that the word had an important idea for the earth. She wanted many people in the world to know it. c Thanks to the Kenyan woman, many Japanese people realized that the idea of mottainai was wonderful.

Like the Kenyan woman, there are many people who are working hard for the earth.

d What can we do for the earth? Some of you think that it is very difficult to plant many trees like her. But don't worry. There are many other things we can do around us. Just remember the idea of mottainai and do something. For example, turn off the TV when you are not watching it. Stop using too much water when you wash your hands. Take your bag when you go shopping. You will find that these things are not so difficult.

The earth is for all the people who live here together. But don't forget that it is not only for the people living today. We must think of the people who will live many years from now, too. We have to work with the idea of mottainai for them. Let's start today for the earth of tomorrow.

注 mottainai もったいない meaning 意味 ecology campaign 環境保護キャンペーン
 Kenyan ケニアの nature 自然
 the Green Belt Movement グリーンベルト運動 (森林保護のための植林運動) member 仲間
 plant 植える Kenya ケニア the Nobel Peace Prize ノーベル平和賞 the earth 地球
 thanks to ～ ～のおかげで realize 認識する turn off ～ ～を消す wash 洗う
 find ～ ～とわかる

問1 文中のAの()の中に入る最も適当な語を、次のア～エから一つ選び、その符号を書きなさい。

- ア difficult イ simple ウ different エ sad

問2 次の英文は、文中のa～dの のどこに入れるのが最も適当か。当てはまる符号を書きなさい。

So she began to use it in her speeches around the world.

問3 下線部分Bについて、the tree woman of Kenya として知られている理由を、本文の内容に沿って日本語で書きなさい。

問4 下線部分Cはどのようなことをすることか、本文中の例を三つ、日本語で具体的に書きなさい。

問5 下線部分Dはだれを指しているか、具体的に日本語で書きなさい。

問6 次のア～ウの文は、本文中のケニアの女性がとった行動について述べています。本文の内容に沿って、彼女がとった行動を、起こった順番に並べ替え、その符号を書きなさい。

- ア She came to Japan.
 イ She learned the word mottainai and its meaning.
 ウ She started the Green Belt Movement.

問7 次の①～③の問いに対する答えを、それぞれ3語以上の英文で書きなさい。

- ① Is the word mottainai used for the ecology campaign?
 ② What did the Kenyan woman get in 2004?
 ③ Why did the Kenyan woman become happy when she met the word mottainai?

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	ウ	
問2	c	
問3	(正答例) 森林保護のための植林運動を始め、多くの木を植えたから。	
問4	(正答例) ・ テレビを見ていないときは消すこと。 ・ 手を洗うときに水の使いすぎをやめること。 ・ 買い物に行くときに自分のバッグを持っていくこと。	
	問5	(正答例) 今から何年も後に生きる人々
	問6	ウ→ア→イ
問7	①	(正答例) Yes, it is.
	②	(正答例) She got the Nobel Peace Prize.
	③	(正答例) Because she learned that the word had an important idea for the earth.

◆ 解説 ◆

- 問1 「違った意味で」
- 問2 「だから、彼女は世界中で行うスピーチで、それを使い始めた」 it は the Japanese word mottainai を指している。
- 問3 直前の2文の内容をまとめればよい。
- 問4 直後の For example 以下に書かれている。 stop ~ ing 「～するのを止める」 go shopping 「買い物に行く」
- 問5 直前の文の the people から from now までを受けている。
- 問6 ア 「彼女は日本にやって来た」
イ 「彼女はもったいないという言葉とその意味を学んだ」
ウ 「彼女はグリーンベルト運動を始めた」
- 問7 ① 「もったいないという言葉は、環境保護キャンペーンに使われていますか」 第2段落第1文参照。
② 「ケニアの女性は2004年に何を手に入れましたか」 第2段落最後から2文参照。
③ 「ケニアの女性はもったいないという言葉に出会ったとき、どうしてうれしくなったのですか」 第3段落第5文参照。 to learn は感情の原因を表す副詞的用法の不定詞。

◆ 問題 ◆ 19 - 4 - 25

次の英文は、中学生の明(Akira)さんが行ったスピーチです。これを読んで、あとの問いに答えなさい。
(富山県 2007 年度)

Do you like studying English? I didn't like it, but *gradually I started to like it.

I have a sister. She is ten years old. In her school, an ALT comes every week. She enjoys singing songs, playing games and talking with her ALT at school.

She enjoys studying English (①), too. She sings the English songs she learned in front of us many times. She says the English words she learned again and again in her room. When she wants to know how to say something in English, she often shows it to me and asks, " ② "

Her *pronunciation is not very good. She doesn't use so many English words. But she really likes to study English. I think she is a good *learner of English. *As for me... I was not a good learner of English. I was not interested in studying English before the day of school trip to Hiroshima.

Do you remember our school trip to Hiroshima? Before the trip, we learned what happened there. When we made English *message cards for *peace, I wrote my messages again and again to make them better. It was not easy, but I enjoyed it because I became interested in Hiroshima.

In Hiroshima we showed our cards to *foreigners and asked them to write their messages on them. I was very happy because three foreigners gave me their messages on my cards. When they wrote the messages, we exchanged *each other's *opinions about the sad thing which happened there. My English was not good, but I really wanted to talk with them. I had a lot of things to tell about Hiroshima. I understood their opinions and they agreed with me. It was not a long time but I was very happy and excited. I really enjoyed using English. Then I thought I was also a good English learner.

After coming back from the school trip, I showed the cards to my family. When my sister saw those cards, she said, "I hope I will read and write English like you. →I want to be a junior high school student soon."

I think when we study English, it's good to practice it again and again. But that's not *enough. To have something which you really want to tell, and exchange opinions with foreigners in English is also important.

注 gradually 徐々に pronunciation 発音 learner 学習者 as for～ ～に関しては
message メッセージ peace 平和 foreigner 外国人 each other's お互いの
opinion 意見 enough 十分な

(1) (①)に入る最も適切な語句を、次のア～エから1つ選んで記号で答えなさい。

- ア at school
- イ at home
- ウ with me
- エ with her ALT

(2) ②に入る最も適切な英文を、次のア～エから1つ選んで記号で答えなさい。

- ア May I help you?
- イ Do you like English?
- ウ What's this in English?
- エ Where's the English book?

(3) 下線部アのように妹が言っているのはなぜですか。日本語で答えなさい。

(4) 本文の内容と合うものを、次のア～オから2つ選んで記号で答えなさい。

- ア Akira's sister likes to practice English.
- イ It is exciting for Akira to sing songs, play games and talk with his ALT at school.
- ウ Akira couldn't write his peace message cards.
- エ Akira became a better English learner through his school trip.
- オ Akira's sister wants to teach English at a junior high school.

(5) 次の質問に英語で答えなさい。

Why did Akira want to talk with the foreigners in English when he went to Hiroshima?

◆ 解答用紙 ◆

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

◆ 解答 ◆

(1)	イ	(2)	ウ
(3)	兄（明）のように英語の読み書きをしたいから。 など		
(4)	ア	エ	
(5)	Because he had a lot of things to tell about Hiroshima. など		

◆ 解説 ◆

- (1) 第3段落第2・3文参照。
- (2) 「何かの英語での言い方を知りたいとき、彼女はしばしばそれをぼくに見せて、『これは英語で何て言うの』とたずねる」 how to ～「～の仕方」
- (3) 直前の文参照。you は兄の明を指す。
- (4) ア 第2段落第4文および第3段落参照。 エ 第4段落最終文および第6段落最終文参照。
- (5) 「広島に行ったとき、どうして明は外国人と英語で話したかったのですか」 第6段落第5文参照。

◆ 問題 ◆ 19 - 4 - 26

次の文は、中学生の健二 (Kenji) さんが職場体験 (work experience) のあと、英語の授業で行ったスピーチの原稿です。これを読んで、あとの各問に答えなさい。

(石川県 2007 年度)

Hello, everyone ! How was your work experience ? Many of us may think that it was very hard, but I think it was a chance to think about our future.

Mr. Yamada, our classroom teacher, told me that I was going to work at a flower shop. I was happy because I like flowers. And at the same time I worried a little. I said, "Can I do a good job at the shop ?" Mr. Yamada said, "No one can do things well from the beginning. Do your best. A good attitude is important."

The next week my work experience started. I tried hard to learn names of flowers. Mr. Kimura, the shopkeeper, taught me how to keep flowers beautiful and how to cut and wrap them. I took care of flowers as he told me, and watched how Mr. Kimura did his job. In the afternoon, when he was taking care of some customers, a woman came into the shop and talked to me. It was my first time to help a customer ! She said, "I would like some roses," and asked me to choose some red ones. I took some and broke one by mistake. I got embarrassed. When I tried to wrap them, I couldn't do it well. I thought, "Mr. Kimura, help me !" Then she smiled at me and said, "You don't have to do it quickly. Take your time. I'll wait." When I finished it, Mr. Kimura came and helped me to take the money from her. When she was leaving, I tried to say, "Thank you very much" cheerfully because I knew her smile and kind words helped me. After she left, Mr. Kimura said, "Good job, Kenji ! You were a little embarrassed but she looked very happy with your good attitude and your Thank you." His words encouraged me to work very hard until my last day.

Sometimes my work experience was hard. But I found out a lot of things about flowers and learned what Mr. Kimura does in his shop. And also I have found out how happy I am when customers are happy. I cannot tell what job I want to have in the future, but I hope I will have good encounters with others in my job. Thank you.

注 chance 機会	future 将来	beginning 始め	attitude 態度
shopkeeper 店長	wrap 包む	customer お客	rose バラ
by mistake 誤って	embarrassed 困って	cheerfully 元気に	
encourage 励ます	encounter 出会い		

問1 次の(1)~(3)の問いに英語で答えなさい。

(1) Who is Mr. Yamada ?

Answer : He is _____.

(2) Where did Kenji work for his work experience ?

Answer : He worked _____.

(3) When the woman talked to Kenji, what was Mr. Kimura doing ?

Answer : He _____ some customers.

問2 健二さんがバラの花を買いに来た女性に対し、元気にお礼を言ったのはなぜですか。日本語で書きなさい。

問3 健二さんはスピーチの中で、自分の将来の仕事や仕事への思いについてどのように述べていますか。日本語で書きなさい。

問4 次のア~オのうち、本文の内容に合うものを2つ選び、その符号を書きなさい。

- ア Mr. Yamada was happy because Kenji didn't worry about his work experience.
- イ At the flower shop, Kenji learned how to take care of flowers from Mr. Kimura.
- ウ When the woman asked Kenji to choose some red roses, he said, "Help me, Mr. Kimura !"
- エ It was not so easy for Kenji to wrap roses for the woman, but he finished it at last.
- オ On the last day, Mr. Kimura asked Kenji to work at his flower shop in the future.

問5 次の文は、健二さんのスピーチを聞いた洋子さんの感想です。洋子さんの立場になり、下線部に3語以上の英語を書き入れなさい。

Thank you, Kenji. Your speech gave me a chance to think more about my future job. I am interested in English and studying it hard. So if I can _____ in my future job, I will be very happy.

◆ 解答用紙 ◆

問1	(1)	He is ().	
	(2)	He worked ().	
	(3)	He () some customers.	
問2			
問3			
問4			
問5	So if I can () in my future job,		

◆ 解答 ◆

問1	(1)	Kenji's classroom teacher	
	(2)	at a flower shop	
	(3)	was taking care of	
問2	その女性の笑顔と優しい言葉が自分を助けてくれたから。		
問3	将来、どのような仕事につきたいかは言えないけれど、仕事を通して他の人々とよい出会いがあるように望んでいる。		
問4	イ	エ	
問5	<ul style="list-style-type: none"> ・ go to some foreign countries ・ teach English at a high school など 		

◆ 解説 ◆

- 問1 (1) 第2段落第1文参照。
 (2) 第2段落第1文参照。
 (3) 第3段落第5文参照。take care of ～「～の世話をする」
- 問2 第3段落終わりから第4文参照。knew の後に that が省略されている。
- 問3 第4段落終わりから第2文参照。what job I want to have in the future「将来どのような仕事につきたいか」
 others「他の人々」
- 問4 ア 山田先生は、健二が職場体験に対して心配しなかったのでうれしく思った」 第2段落第3文参照。健二は少し不安だったとある。
 イ 「健二はフラワーショップで木村さんから花の手入れの仕方を教わった」 how to ～「～の仕方」第3段落第3文参照。
 ウ 「その女性が健二に赤いバラを何本か選んでほしいと頼んだとき、健二は『木村さん、手伝ってください』と言った」
 エ 「健二がその女性のためにバラを包むことは容易ではなかったが、ついにやり終えた」 第3段落第8～15文参照。It is ... for — to ～「～が～するのは…だ」 not so ～「それほど～ない」
 オ 「最終日、木村さんは健二に将来自分の店で働いてほしいと頼んだ」 そのような記述はない。
- 問5 「もしも将来、自分の仕事で、することができたら、とても幸せでしょう」 直前の文から英語に興味があるとわかるので、英語に関係することを当てはめる。

◆ 問題 ◆ 19 - 4 - 27

次の英文は、Yukio が英語のスピーチコンテストに出場したときのスピーチである。英文を読んで、あとの問いに答えよ。

(福井県 2007 年度)

Do you have true friends? When I stayed in America for one year, I learned some important things about friendship. I'm going to talk about them.

Before my visit to America, I had only two kinds of true friends, Kenta and Jiro. Kenta was always with me and made me happy. I always enjoyed talking or playing sports with him. Jiro always agreed with me. He never said the things I hated. He did everything wanted him to do. Such friends were the only true friends for me.

But when I was in America, I changed my view of friendship. I learned about other kinds of friendship through my homestay. I had three true friends there. Tom was one of them. Tom and I often talked together after school. One day we talked about video games. I said to him, "Video games are bad for children." But he disagreed. He loved playing video games. He said to me, "You are wrong." We talked for a long time and we learned different opinions about video games. After we talked, we became better friends. True friends exchange opinions to understand each other better.

Ben was also my true friend. When I was in New York on a school trip, I lost my passport. I didn't know what to do. Then Ben came to me and looked for it with me. He usually didn't talk to me at school, so I didn't talk to him, either. But then, he said to me many times, "Don't worry," and I stopped worrying to much. After a while he found my passport. I was very glad and thanked him. True friends always help you even if you don't talk with them so much.

My host brother, Mike, was also one of my true friends. One day my English teacher told me to do a lot of homework. I asked Mike for help. But he said, "It's your own homework. You have to do it." I didn't understand why he said so. Now I know why he didn't help me with my homework. He wanted me to do my homework without his help to make my English better. True friends don't help you when their help isn't good for you.

I was glad to have such true friends as Tom, Ben, and Mike. Tom had different opinions and disagreed with me. Ben did not talk to me too much. Mike did not help me with my homework. But they all knew what they should do for me. They were really true friends of mine. Now I know there are many kinds of true friendship.

I want you to have a wider view of true friendship. But how can you do that? First, you should talk with many people around you. Second, you should understand what they really think to find something good about them. If you know people around you better, you can have more chances to make true friends.

注 each other お互い even if ～ たとえ～としても wider より広い

問1 本文の内容に合うものを、次の語 a.～e.の中から2つ選び、記号で答えよ。

- a. Yukio was always happy when he was with Kenta. So Kenta was Yukio's true friend.
- b. Jiro did everything for Yukio, but Yukio didn't think Jiro was his true friend.
- c. Tom always agreed with Yukio when they talked together.
- d. When Yukio lost his passport, Ben didn't talk to Yukio at all.
- e. When Mike didn't help Yukio with his homework, Yukio didn't understand the reason.

問2 本文の内容について、次の質問に英語で答えよ。

- a. What did Yukio and Tom talk about?
- b. Where did Yukio lose his passport?

問3 Yukio は、Tom や Ben との経験から、本当の友達とはどのような友達だと考えるようになったか。それぞれ日本語で書け。

問4 Mike は、なぜ宿題を手伝うことが Yukio にとってよくないと考えていたのか。その理由を日本語で書け。

問5 Yukio は、アメリカで出会った本当の友達全員に共通していることは何であると述べているか。日本語で書け。

問6 Yukio は、真の友情について、より広い視野を持つために必要なことを2つ述べている。それらを日本語で書け。

◆ 解答用紙 ◆

問1		
問2	a	
	b	
問3	Tom との経験から：	
	Ben との経験から：	
問4		
問5		
問6	・	
	・	

◆ 解答 ◆

問1	a	e
問2	a	(They talked about) video games.
	b	(He lost his passport) in New York.
問3	Tom との経験から：	お互いをよく理解するために意見を交換する友達
	Ben との経験から：	たとえふだんあまり話さなくてもいつも助けてくれる友達
問4	宿題を手伝ったら、Yukio[ゆきお] の英語が上達しないと考えたから。	
問5	彼らはみんな Yukio[ゆきお]に対して、何をすべきかを知っていたということ。	
問6	・自分の周りのたくさんの人々と話すること	
	・自分の周りの人々について、何かよいところを見つけるために、彼らが本当に何を考えているかを理解すること。	

◆ 解説 ◆

- 問1 a 「Yukio は Kenta といるときはいつも楽しかった。だから Kenta は Yukio の親友でした」 第2段落第2文参照。
 b 「Jiro は Yukio のために何でもしましたが、Yukio は Jiro を親友だとは思いませんでした」 Yukio は Jiro を親友だと思っていたので合わない。第2段落第1文参照。
 c 「Tom はいっしょに話をするとき、いつも Yukio に賛成した」 Tom は Yukio に反対することもあったので合わない。第3段落第5～8文参照。
 d 「Yukio がパスポートをなくしたとき、Ben は Yukio に全く話しかけなかった」 見つかるまで何度も「心配しないで」と声をかけてくれたので、合わない。第4段落第6文参照。
 e 「Mike が宿題を手伝ってくれなかったとき、Yukio はその理由がわからなかった」 第5段落第6文参照。
- 問2 a 「Yukio と Tom は何について話しましたか」 第3段落第6文参照。
 b 「Yukio はどこでパスポートをなくしましたか」 第4段落第2文参照。
- 問3 Tom との経験と、Ben との経験とに分けて答える。Tom との経験については第3段落最終文参照。Ben との経験については、第4段落最終文参照。
- 問4 第5段落第8文参照。「彼は私の英語をよりよくするために、私に彼の助けなしで宿題をしてもらいたかった」〈want+人+to ~〉「(人)に～してもらいたい」without ~ 「～なしで」make ~ ... 「～を…にする」
 「英語をよりよくするために、助けなしで宿題をもらいたい」と考えていたということは、「宿題を手伝うと、英語が上達しない」と考えていたということである。
- 問5 第6段落第5文参照。
- 問6 最終段落第3・4文参照。

◆ 問題 ◆ 19 - 4 - 28

次の英文を読んで、問1から問5の問いに答えなさい。(①～⑧は段落番号を示し、*は注の語を示す。)

(山梨県 2007年度)

① Have you ever been abroad? Traveling to foreign countries is fun. Many Japanese travel abroad every year. There are many purposes for visiting other countries like seeing famous places, enjoying food, and meeting people. The best way to know another country is to go and meet the people there.

② Many foreign people are visiting Japan, too. Sometimes groups of students come and visit schools. For example, one hundred and twelve foreign students visited schools in Yamanashi in April 2006. Forty-five students visited in May, and a hundred and sixty-four came the next month. In July, two hundred and seventy-four foreign students came. Have you ever had foreign students in your school?

③ One day, Akiko's English teacher, Ms. Saito, said to her, "Next Friday, a group of students from China will visit our school. First, we will meet them in the *gym. Then, they will come to our class to learn English with us. Akiko, will you make a speech in English to introduce Japan to them in the gym? Please choose something to talk about like beautiful places in Japan, Japanese festivals, Japanese food, or our school life."

④ Akiko was excited but worried a little when she heard this. She was afraid of making *mistakes in her English speech. Ms. Saito said, "Don't be afraid of using English, Akiko. Make mistakes. They are important when you learn a foreign language. Mistakes will make your English better. Just try!"

⑤ Akiko also worried because she had to choose an example for her speech to introduce Japan. There were many things that she wanted to tell the Chinese students. So it was not easy for her to decide.

⑥ On Friday, she made a speech in the gym. She said:

Today I would like to talk about Mt. Fuji. Mt. Fuji is the highest mountain in Japan. It is very beautiful. I like Mt. Fuji with snow in winter the best. There are five beautiful lakes around Mt. Fuji. Japanese people love Mt. Fuji very much. We can see it from our school. I hope you enjoy Mt. Fuji, our school, and Yamanashi during your stay here.

⑦ After Akiko's speech, the Chinese students went to Ms. Saito's class. In the class, Ms. Saito said, "Please make six groups of Chinese students and Japanese students. First, introduce yourself to your group members. Then, talk about your school life. The Japanese students can't understand Chinese, and the Chinese students can't understand Japanese. So, here in this class, English is the only language for communication. It's an international language. Try to speak English and have fun!" They spoke in English and had a very good time.

⑧ When the Chinese students left the school, they thanked Akiko for her speech. They liked it and were interested in Mt. Fuji. She was very happy because they understood her English. Akiko learned English was a useful language for international communication.

注 gym 体育館 mistakes 間違い

問1 次の①～③の問いに答えるとき、本文の内容から考えて、最も適当なものはどれか。ア～エから一つずつ選び、その記号を書きなさい。

① Did Ms. Saito ask Akiko to make an English speech?

- ア No, she didn't.
- イ Yes, she was.
- ウ Yes, she did.
- エ No, she wasn't.

② What did Akiko talk about to introduce Japan to the students from China?

- ア Her school.
- イ Yamanashi.
- ウ Japanese winter.
- エ Mt. Fuji.

③ Why was Akiko happy when the Chinese students left her school?

- ア Because they understood her speech in English.
- イ Because she had a good time with them.
- ウ Because she explained her school life to them.
- エ Because she made no mistakes when she talked with them.

問2 ①, ④, ⑦の各段落に、その内容を表す見出しをつけるとき、最も適当なものはどれか。次のア～エから一つずつ選び、その記号を書きなさい。

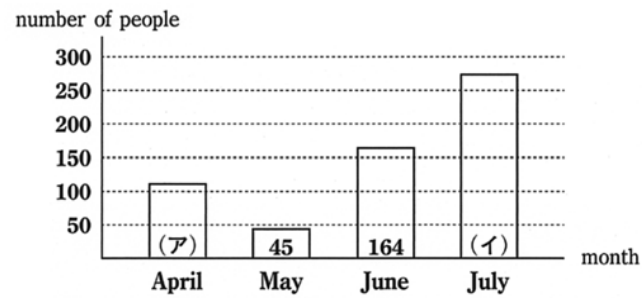
段落 ① ア Foreign People Coming to Japan
イ Traveling Abroad
ウ The Number of People Going Abroad
エ Visiting Japan

段落 ④ ア Ms. Saito's Mistakes
イ Ms. Saito and her English
ウ Making Mistakes
エ Listening to English

段落 ⑦ ア English as an International Language
イ Two Languages
ウ Chinese Students and Japanese
エ Akiko and her English

問3 段落②の内容から、メモとして、下の棒グラフを作り、人数を書き込みました。グラフの(ア)、(イ)に当てはまる数字を書きなさい。

Number of Foreign Students Visiting Schools in Yamanashi in 2006



問4 次のア～オのうち、本文の内容と合っているものを二つ選び、その記号を書きなさい。

- ア Akiko did not worry when Ms. Saito asked her to make a speech to the Chinese students.
- イ It was difficult for Akiko to decide what to talk about in her speech.
- ウ Ms. Saito said to the Chinese students, "Don't be afraid of using English."
- エ The students in Ms. Saito's class did not use English for their communication.
- オ Akiko was very glad to know that the Chinese students understood her English.

問5 段落③の下線部のように問われたとき、あなたならどのような speech をしますか。五つの英文で書きなさい。

◆ 解答用紙 ◆

問1	Ⓐ		Ⓑ		Ⓒ	
問2	段落①		段落④		段落⑦	
問3	(ア)			(イ)		
問4						
問5						

◆ 解答 ◆

問1	Ⓐ	ウ	Ⓑ	エ	Ⓒ	ア
問2	段落①	イ	段落④	ウ	段落⑦	ア
問3	(ア)	112		(イ)	274	
問4	イ			オ		
問5	(例) I would like to talk about our school life. School starts in April and finishes in March. We have a summer vacation in July and August. We have five to six classes from Monday to Friday. We enjoy club activities after school.					

◆ 解説 ◆

- 問1 ① ③段落第4文参照。Did で聞かれているので did で答える。
 ② 「Akiko は中国から来た生徒達に日本を紹介するために、何について話しましたか」
 ③ 段落スピーチ第1文参照。
 ④ 「中国の生徒達が学校を発つとき、Akiko はなぜ楽しかったのですか」
 ⑤ 段落第3文参照。
- 問2 ①段落 日本人の海外旅行について書かれている。abroad 「海外へ」 foreign 「外国の」
 ②段落 英語を使う上で、間違いとどう向き合うべきか述べられている。
 ③段落 終わりから第3文参照。
- 問3 (ア) ②段落第3文参照。for example 「たとえば」
 (イ) ②段落終わりから第2文参照。
- 問4 ア 「Ms. Saito が中国の生徒達にスピーチをするよう Akiko に頼んだとき、Akiko は心配しなかった」
 ④段落第1文参照。
 イ 「Akiko が自分のスピーチで何を話すか決めるのは難しかった」 ⑤段落最終文参照。
 ウ 「Ms. Saito は中国の生徒達に『英語を使うことを恐れないで』と言った」 ④段落第2・3文参照。
 エ 「Ms. Saito のクラスの生徒達は、彼らの意思の伝達に英語を使わなかった」 ⑦段落最終文参照。
 オ 「Akiko は自分の英語を中国の生徒達が理解したと知り、とても嬉しかった」 ⑧段落第3文参照。
- 問5 Akiko のスピーチを参考に、I would like to talk about ～. / I am talking about ～. / Do you know Japanese ～? などで始める。
 例 Do you know hyakunin-issshu? It's a kind of card game only in Japan. There are two kinds of cards. One is with picture, and the other is with words. We read a card with picture and find the same card with words.

◆ 問題 ◆ 19 - 4 - 29

次の英文は、19世紀(the 19th century)の科学者マイケル・ファラデー(Michael Faraday)と、彼がクリスマス(Christmas)にロンドン(London)でおこなった講演(lecture)について書かれたものです。英文を読んで、各問いに答えなさい。

(長野県 2007年度)

Every year at Christmas time in London, famous scientists give lectures for young people. This is a kind of a science show and young people enjoy it. It started about 180 years ago and it is called the Christmas Lectures.

Do you know about Michael Faraday? He was one of the famous scientists of the 19th century. Even today, we use his ideas in our lives, for example, in *electric motors and generators. He was one of the people who started the Christmas Lectures.

One winter day in 1860, a lot of people came to Faraday's Christmas Lecture. This was his last Christmas Lecture. He was 69 years old then and already very famous. The people thought that he was going to show them something new, but Faraday just *took out a *candle and said, "This is only a candle, but it can show us a lot about the *secrets of *nature."

Faraday was born in 1791. His family was *poor, so he had to start working at a bookshop when he was 13 years old. He was lucky because the *shop owner was kind and he could read a lot of books there. He became interested in science and even tried some *experiments in the books. Doing experiments was exciting for him. He wanted to become a scientist, but did not know how.

One day, a man who often came to the shop gave him a *ticket for a famous scientist's lecture because he (know) that Faraday was very interested in science. Faraday went to the lecture and wrote down every word and all the experiments in his notebook. After this, he made a book about the lecture, and sent it to the scientist with a letter. In the letter, he wrote that he really wanted to study science. The scientist answered the letter and said, "If you want, you can work as my *assistant."

Faraday, now 69 years old, was remembering the exciting *feelings he had when he started his own experiments. At the lecture, he wanted to *share those feelings with the young people there. By doing a lot of interesting experiments, he showed what a candle was made from, how it *burned and why. He showed that it was exciting to learn the secrets of nature in simple things like a candle. The people enjoyed his lecture a lot.

The Christmas Lectures have *continued until today and Faraday's *spirit still *lives on.

注 electric motors and generators 電動機(モーター)や発電機 took out ← take out 取り出す
 candle ろうそく secret(s) 秘密 nature 自然 poor 貧しい shop owner 店の主人
 experiment(s) 実験 ticket 券 assistant 助手 feeling(s) 気持ち share 共有する
 burn(ed) 燃える continue(d) 続く spirit 精神 live(s) on 生き続ける

- 問1 下線部の()内の語を、最も適切な形になおして、1語で書きなさい。
- 問2 次の(a), (b)の()内に入る最も適切な1語を、それぞれ本文中から抜き出して書きなさい。
- (a) If someone is (), a lot of people know about him or her.
- (b) If you study (), you will know a lot of things about nature. It is also one of the *subjects you study in junior high school.
- (注) subject(s) 教科
- 問3 本文の内容について、次の(a), (b)の質問に英語で答えなさい。答えは()に1語ずつ書きなさい。(b)の答えは、本文中から最も適切な部分を1か所抜き出して書きなさい。
- (a) Was Faraday born in 1860?
 — (), he ().
- (b) Who gave Faraday a ticket for a famous scientist's lecture?
 — ()()()()()()() did.
- 問4 ファラデーについて書かれた次のア～カの文を、本文をもとに、時間の経過にそって古い順に並べかえて、左から順番に記号を書きなさい。
- ア He wrote a letter to a famous scientist.
 イ He started working at a bookshop.
 ウ He became interested in science.
 エ He gave his last Christmas Lecture.
 オ He became a famous scientist.
 カ He became an assistant for a famous scientist.
- 問5 本文の内容と合っているものを、次のア～オから1つ選び、記号を書きなさい。
- ア The people were not happy because Faraday used a candle in the lecture.
 イ Faraday started working at a bookshop because he didn't want to go to school.
 ウ Faraday tried to learn about the secrets of nature only by reading books.
 エ The people who understood Faraday gave him chances to become a scientist.
 オ At the lecture, Faraday wanted to show that studying science was very difficult.

◆ 解答 ◆

問1	knew					
問2	(a)	famous				
	(b)	science				
問3	(a)	No (, he) wasn't (.)				
	(b)	A man who often came to the shop (did.)				
問4	イ	ウ	ア	カ	オ	エ
問5	エ					
問6	ウ					
問7	①	(例) I have not read the book.				
	②	(例) I am going to go to the library tomorrow.				

◆ 解説 ◆

- 問1 過去の文なので、過去形にする。know は不規則動詞。
- 問2 (a) 「もしある人が有名ならば、たくさんの人々が彼(女)を知っている」 第1段落第1文より抜き出す。
 (b) 「科学を学ぶと、自然について多くのことがわかるだろう」 第1段落第2文より抜き出す。
- 問3 (a) 第4段落第1文参照。 (b) 第5段落第1文参照。
- 問4 段落ごとに出来事の内容を確認して並べかえる。
- 問5 エ 「ファラデーを理解してくれた人々が、彼に科学者になる機会を与えた」 第5段落第1・最終文参照。
 講演会の券をくれた人、助手にしてくれた科学者を指す。
- 問6 ウ ファラデーの生い立ちと彼が伝えようとしている科学を学ぶ楽しさが書かれている。
- 問7 ① 経験の現在完了形。read の過去分詞は read。
 ② 未来形を使う。will や現在進行形、want to でもよい。

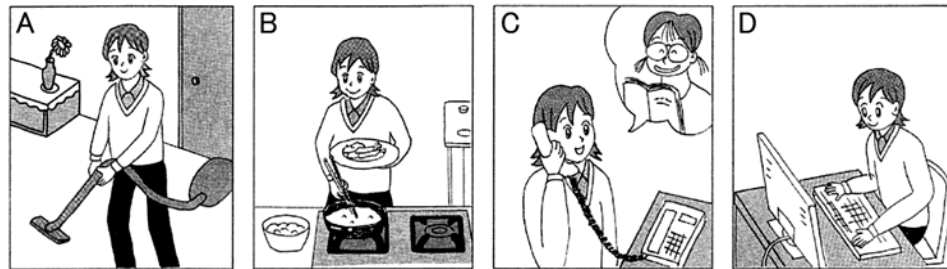
◆ 問題 ◆ 19 - 4 - 30

次の英文は、恵子 (Keiko) がある日の帰宅後の生活について書いたものです。英文の内容に合わせて、恵子が行動した順にA～Dの絵を並べかえると、正しい順序はどれですか。答えとして最も適切なものをア～エの中から一つずつ選び、その符号を書きなさい。

(岐阜県 2007 年度)

When I came back home, I found that my room was not clean. So, I started to clean my room. I finished cleaning my room and called my friend Kazuko to ask her about my homework. When I finished talking, I thought, "I will cook dinner this evening because Mom will come back at about eight. She may be surprised. It's five o'clock and I will start cooking at six thirty." So, I read the news on the Internet before starting to cook.

注 mom お母さん



- ア A→C→B→D
- イ C→A→B→D
- ウ C→A→D→B
- エ A→C→D→B

◆ 解答用紙 ◆

◆ 解答 ◆

エ

◆ 解説 ◆

最終文に注意。「料理を始める前にインターネットでニュースを読んだ」

◆ 問題 ◆ 19 - 4 - 31

次の英文は、息子のマイク (Mike) にあてたお母さんからの伝言です。この中で、お母さんがマイクに頼んだことは何ですか。答えとして最も適切なものをア～エの中から一つずつ選び、その符号を書きなさい。

(岐阜県 2007 年度)

Today is your father's birthday, and I am going to go to a cake shop to buy a birthday cake. I have something to ask you. He likes fruit very much, and he may feel sad if we don't have any fruit for his birthday. So, can you go to the supermarket by bike and get some?

注 supermarket スーパーマーケット

- ア To go to a cake shop to buy a birthday cake.
- イ To go to a bike shop to get a bike.
- ウ To buy some fruit at the supermarket.
- エ To tell Mike's father to buy some fruit.

◆ 解答用紙 ◆

◆ 解答 ◆

ウ

◆ 解説 ◆

最終文に注意。some の後に fruit が省略されている。

◆ 問題 ◆ 19 - 4 - 32

次の英文は、ある学校の英語新聞の中の記事の一つです。この記事のタイトル（見出し）として適切なものは、次のうちどれですか。答えとして最も適切なものをア～エの中から一つずつ選び、その符号を書きなさい。

(岐阜県 2007年度)

Izumien is a home for elderly people. The student council has made a plan to visit there next month. The date will be Tuesday, August 8. At Izumien, we will sing songs, talk with the people there and do many other things. It will be fun to meet and talk with elderly people. Will you join us? If you want to go there with us, please come to the student council room after school.

注 elderly people お年寄り student council 生徒会

- ア We Want Volunteers to Visit Izumien
- イ A Plan to Visit the Student Council
- ウ Would You Like to Go to School with Us?
- エ Let's Make a Home for Elderly People

◆ 解答用紙 ◆

◆ 解答 ◆

ア

◆ 解説 ◆

最後の2文参照。the student council が、Izumien への訪問の参加を呼びかけている記事。

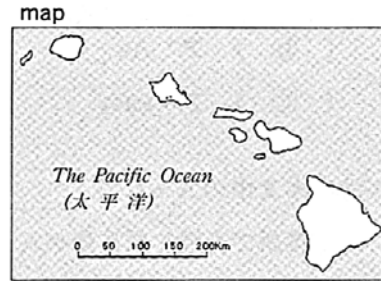
◆ 問題 ◆ 19 - 4 - 33

次の英文を読んで、問1～問7の問いに答えなさい。

(静岡県 2007年度)

Look at the map. These are the islands of Hawaii. Hawaii is warm all year long, but do you know it snows in Hawaii?

Ken is a junior high school student in Japan. He has an uncle who has lived in Hawaii for thirty years. His house is on the biggest island in Hawaii. Last winter Ken visited his uncle. His uncle said to Ken, "Welcome to Hawaii. This is your second visit, so I'll show you more exciting things in Hawaii."



The next morning, they ㉓(leave) by car. Soon Ken's uncle said to Ken, "Can you see the top of the mountain over there?" Ken said, "Wow! That's snow. I've never thought of snowing in Hawaii." His uncle said, "That mountain is about 4,200 meters high. It's ㉔(high) than Mt. Fuji. So, snowing there isn't strange. The mountain is called Mauna Kea. It means 'white mountain' in Hawaiian language. You can enjoy skiing there." After a few hours of driving, they got near the top of the mountain.

"Here we are, Ken." Ken stood on the snow and looked around. He saw a lot of white buildings on the top of the mountain and asked his uncle, "What are those?" His uncle said, "They're special buildings for scientists. These buildings were built by different countries, and these countries sent their scientists here to watch stars." Ken said, "That's another surprising

thing to me about Hawaii." His uncle smiled and said, "The weather is usually nice, the air is clean, and city lights are far from here. So Mauna Kea is the best place for watching stars. We can't go into those buildings. But when night comes, you'll see a lot of stars with your own eyes from here." Ken said, "Sounds great!"



The top of Mauna Kea

After coming back from Mauna Kea, Ken's uncle said, "Most people think they know Hawaii well, but there are still so many things they don't know." Ken said, "Now I understand that. Hawaii has different faces I didn't know." His uncle said, "Things we know sometimes have different sides, and exciting things may be there. Finding them in life is a lot of fun."

注 island(s) 島 Hawaii ハワイ top 頂上 meter(s) メートル Hawaiian ハワイの
surprising 驚くべき air 空気

問1 ㉓, ㉔の()の中の語を適切な形に直しなさい。

問2 健(Ken)が訪れたのは地図(map)上のどの島か。訪れた島を斜線()で示しなさい。

問3 次の質問に対して、英語で答えなさい。

- ① When did Ken's uncle start to live in Hawaii?
- ② What does Mauna Kea mean in Hawaiian language?

問4 下線部の理由として、健の叔父が述べていることを日本語で書きなさい。

問5 次の英文は、健が帰国後に英語の授業で行ったスピーチの一部である。本文の内容と合うように、①, ②の()の中に、本文中からそれぞれ最も適切な1語を抜き出し、補いなさい。

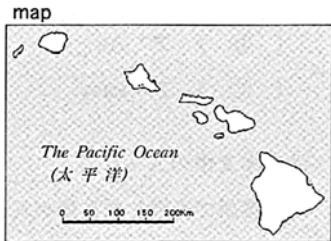
I'm going to tell you about two surprising things I saw in Hawaii. The first one is (①). I never thought I would see it on such warm islands. The second one is all the white buildings on the top of Mauna Kea. In those buildings, (②) from many countries watch stars. If you stand on the mountain, you'll understand why those buildings are there.

問6 次のア～エの中から、本文の内容と合うものを1つ選び、記号で答えなさい。

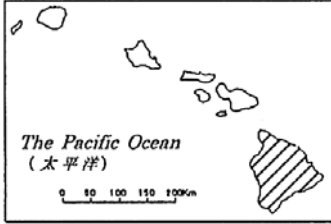
- ア Ken visited Hawaii to enjoy skiing on Mauna Kea last winter.
- イ Ken's uncle showed Ken another part of Hawaii which Ken didn't know.
- ウ Ken and his uncle didn't see snow before they got near the top of Mauna Kea.
- エ Hawaii changed so much after Ken's last visit, so everything was exciting to him.

問7 健の叔父は、人生の楽しみについて述べている。人生の楽しみについて健の叔父が述べていることを、日本語で書きなさい。

◆ 解答用紙 ◆

問1	㉑	
	㉒	
問2		
問3	①	
	②	
問4		
問5	①	
	②	
問6		
問7		

◆ 解答 ◆

問1	㉑	left
	㉒	higher
問2		
問3	①	Thirty years ago.
	②	(It means) White mountain.
問4	天気が良く、空気がきれいで、街のあたりが遠いこと。	
問5	①	snow
	②	scientists
問6	イ	
問7	自分の知っていることが、別の面をもっている場合がある。そこに、わくわくする事柄があるかもしれない。それを見つけることは、大きな楽しみである。	

◆ 解説 ◆

- 問1 ㉑ 第2段落から前の冬の叔父訪問のときだとわかる。leave は不規則動詞で過去形は left。
 ㉒ 直後に than があるので比較級にする。
- 問2 第2段落第3文参照。「ハワイで最も大きい島」とある。
- 問3 ① 「叔父はいつハワイに住み始めたか」第2段落第2文参照。(He started to live there) Thirty years ago.
 ② 「Mauna Kea はハワイ語で何を意味するか」第3段落終わりから第3文参照。
- 問4 「Mauna Kea は星を見るのに最もよい場所だ」の理由は直前の文参照。usually 「たいてい」 far from～ 「～から遠くに」
- 問5 ① 第3段落第5文参照。
 ② 第4段落第4・5文参照。scientists from many countries 「たくさんの国から来た科学者達」
- 問6 イ 「ケンの叔父は、ケンの知らないハワイのもう1つの部分を見せてくれた」第2段落最終文参照。
- 問7 第5段落最終2文参照。主語に修飾語がついている点に注意。Things we know 「我々が知っていること」 sometimes 「ときには」 side 「(物事の) 側面」 Finding them in life 「人生においてそれらを見つけること」

◆ 問題 ◆ 19 - 4 - 34

次の文章を読んで、あとの問1から問7までの問いに答えよ。

(愛知県 A 2007 年度)

Do you have breakfast every morning? ① There are (are / people / in / not / some / interested / who) breakfast and start a day without it. Some of them will say, "I don't have much time to eat breakfast," or "I don't want to eat just after I get up." But breakfast is very important. Your body gets warm and active when you eat breakfast. Eating breakfast makes your sleeping brain active, too. When you skip breakfast, you will be like a car with no gas.

Graph: Health and Skipping Breakfast

	□ I don't feel well.	□ I feel well.
(In a Week) Skip 3-7 days	65.1	34.9
Skip 1-2 days	53.1	46.9
Eat every day	45.0	55.0

0% 20% 40% 60% 80% 100%

Look at the graph. Breakfast has some influence on the health of your body. Over 50% of the people who eat breakfast every day say that they feel well. And about (②)% of the people who eat breakfast four days or less in a week say that they don't feel well.

Breakfast also has some influence on the health of your mind. ③ For (ア), when something bad happens, breakfast skippers will get excited more (イ) than people who eat breakfast. It is sometimes difficult for those breakfast skippers to think very carefully about one thing for a long time. The health of your mind is (A) by eating breakfast.

If you eat breakfast, you need time for it. What should we do to have time in the morning? The first thing you should do is to get up early. And to get up early, you should (④) in front of the TV or a computer and go to bed early. To keep regular hours makes regular eating habits. And the health of your mind and body comes from your regular eating habits. Did you have breakfast this morning?

注 body 身体 active 活発な brain 脳 skip (食事を) 抜く gas ガソリン
 graph グラフ have influence on ～ ～に対して影響を与える health 健康
 or less またはそれより少ない mind 心 keep regular hours 規則正しい生活を送る
 eating habits 食習慣

問1 下線①のついた文が、「朝食に関心をもたず、朝食をとらずに一日を始める人たちがいる。」となるように、()内の語を正しい順序に並べかえよ。

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

ア 35 イ 47 ウ 53 エ 65

問3 下線③のついた文が、「たとえば、何かいやなことが起こると、朝食を抜く人は朝食をとる人よりも、しばしば興奮することがある。」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。

問4 (A) にあてはまる最も適当な語を、次の4語の中から選んで、正しい形にかえて書け。

hear build spend think

問5 (④) にあてはまる最も適当な語句を、次のアからエまでの中から選んで、そのかな符号を書け。

ア like playing イ stop sitting ウ enjoy reading エ start studying

問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 People skip breakfast because they have no time to eat, but they really want to eat it just after they get up.
- イ Breakfast is not so good for the health of your body because people who eat breakfast every day don't feel well.
- ウ It is always very easy for breakfast skippers to think very carefully about one thing for a long time.
- エ Keeping regular hours makes regular eating habits, and these habits are good for the health of your mind and body.

問7 次の文章が、本文の要約となるように、(ア), (イ) のそれぞれにあてはまる最も適当な語を、本文中から抜き出して書け。

Breakfast is important because it has some influence on the health of your body. You will be like a car (ア) gas when you don't eat breakfast. Breakfast is also important because it has some influence on the health of your mind. If you want to eat breakfast every day, you should keep regular hours and have (イ) for it in the morning.

◆ 解答用紙 ◆

問1	There are (
) breakfast and start a day without it.			
問2				
問3	ア			イ
問4				
問5				
問6				
問7	ア			イ

◆ 解答 ◆

問1	There are (some people who are not interested in) breakfast			
	and start a day without it.			
問2	エ			
問3	ア	example	イ	often
問4	built			
問5	イ			
問6	エ			
問7	ア	without	イ	time

◆ 解説 ◆

- 問1 There are の次に来るものは複数名詞を伴うので some people だとわかる。people を先行詞とする主格の関係代名詞 who を使った文。be interested in ～「～に興味がある」
- 問2 four days or less in a week は、グラフの Skip 3-7 days 「3～7 日朝食を抜く＝0～4 日朝食をとる」と同じ。
「一週間に 4 日かそれ以下の日数朝食をとる人の 65%が、体調が良くないと言っている」
- 問3 for example 「たとえば」 often は-er, -est をつけて比較を表すこともある。
- 問4 「精神の健康は朝食を食べることによってつくられる」 受動態になっていることに注意する。
- 問5 「そして早く起きるためには、テレビやパソコンの前に座るのをやめて早く床につくべきだ」 in front of ～
「～の前で」
- 問6 ア 「食べる時間がないから朝食を抜くのだが、本当は起きた直後に食べたいとその人たちは思っている」
第 1 段落第 3 文より誤り。
イ 「毎朝朝食をとる人は体が不調なので朝食は身体にそれほどよくない」 第 2 段落第 3 文より誤り。
ウ 「朝食抜きの人たちが長時間一つのことをとても注意深く考えることは、いつだってたいへん簡単なことである」 第 3 段落第 3 文より誤り。
エ 「規則正しい生活を送ることが規則正しい食習慣をつくり、こうした習慣は精神と肉体の健康によい」
第 4 段落第 5・6 文参照。come from ～「～から起こる、生じる」
- 問7 ア 第 1 段落最後の文参照。a car with no gas を a car without gas と言い換える。
イ 第 4 段落第 1・2 文参照。

◆ 問題 ◆ 19 - 4 - 35

次の文章を読んで、あとの問1から問7までの問いに答えよ。

(愛知県 B 2007 年度)

Cell phones are very popular in Japan, and many people use them today. People always carry them when they go out and use them at home, too. The table says that the number of cell phone users went up in a very short time.

Table: The Number of Cell Phone Users

Year	1999	2000	2001	2002	2003	2004	2005
X	4, 153	5, 114	6, 114	6, 935	7, 594	8, 192	8, 700
Y	5	750	3, 457	5, 193	6, 246	6, 973	7, 515

X: All Cell Phone Users (単位: 万人)

Y: The Internet Function Users Among All Cell Phone Users

Cell phones are useful for communication, and their functions are getting better. In the table, in (①), the rate of the Internet function users went over 80% of all cell phone users for the first time. Today you can get a lot of useful information through the Internet. You can take pictures and send them to your friends. ㉔ Some people (as / player / cell phones / use / and / a / others / music) use them as a voice recorder.

But cell phones make some problems for us, too. First, good manners are (A) when you use cell phones. You should think about other people when you use cell phones in public places. ㉕ (ア) them in a train or in a movie theater will (イ) other people very uncomfortable. If you use them when you are riding a bike, you will cause a traffic accident. Second, you should use cell phones only for the right purposes. Young people sometimes use them too often and waste a lot of time and money. And you should know that there are some risks if you are cell phone users (④) don't use them properly. Some tragedies have happened to those users.

When something useful is made, new rules are made, too. It is important for you to understand what the rules mean and to use the new thing properly.

注 table 表 number 数 user 利用者 useful 役に立つ function 機能
 rate 割合 information 情報 manners マナー public 公共の
 uncomfortable 不愉快な cause a traffic accident 交通事故を起こす waste 浪費する
 risk 危険 properly 適切に tragedy 悲劇 rule ルール

問2 下線②のついた文が、「携帯電話を音楽プレーヤーとして使う人もいれば、ボイスレコーダーとして使う人もいる。」となるように、()内の語句を正しい順序に並べかえよ。

問3 (A)にあてはまる最も適当な語を、次の4語の中から選んで、正しい形にかえて書け。

write buy need speak

問4 下線③のついた文が、「列車の中や映画館の中で携帯電話を使うことは、他の人たちをととても不愉快にさせるだろう。」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。ただし、文頭にくる語は大文字で始めよ。

問5 (④)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 how イ which ウ why エ who

問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 Many cell phones have the Internet function, but there are only a few people who want to use it.
- イ We must use cell phones to send some pictures to our friends because they are useful for communication.
- ウ You should not use cell phones when you are riding a bike because you will cause a traffic accident.
- エ Young people must not use cell phones because they always waste a lot of time and money.

問7 次の文章が、本文の要約となるように、(ア), (イ)のそれぞれにあてはまる最も適当な語を、本文中から抜き出して書け。

Many people in Japan are enjoying the useful functions of cell phones today. But some problems have (ア) to cell phone users, too. Two things are important when you use your cell phones. First, you should have good manners in public places. Second, you should have the right (イ).

問1 (①)にあてはまる最も適当な数字を、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 2002 イ 2003 ウ 2004 エ 2005

◆ 解答用紙 ◆

問1			
問2	Some people () use them as a voice recorder.		
問3			
問4	ア		イ
問5			
問6			
問7	ア		イ

◆ 解答 ◆

問1	イ		
問2	Some people (use cell as a music player and others) use them as a voice recorder.		
問3	needed		
問4	ア	Using	イ make
問5	エ		
問6	ウ		
問7	ア	happened	イ purposes

◆ 解説 ◆

- 問1 「表では、2003年にインターネット機能を使う人の割合が全携帯電話使用者の80%を初めて上回った」表のXは携帯電話使用者の総数であり、そのうち携帯でインターネット機能を使う人の数がYの数値である。よって $Y \div X$ でインターネット機能を使う人の割合を求められる。2002年で約75%、2003年で約82%になる。for the first time 「初めて」
- 問2 Some people ~ and others ... 「～する人もいれば…する人もいる」 use ~ as ... 「～を…として使う」
- 問3 「まず第一に、携帯電話を使うときはよいマナーが必要とされる」 受動態になることに注意。
- 問4 ア 動名詞を使った主語。theater まだが主語となる。
イ make ~ ... 「～を…にさせる」
- 問5 「もしも適切に使わない携帯電話使用者なら、危険がいくつかあることを知るべきだ」
- 問6 ア 「多くの携帯電話はインターネット機能をもっているが、それを使いたいと思う人はほんのわずかだ」表および第2段落第2文より誤りと判断できる。only a few ~ 「ほんのわずかの～」
イ 「コミュニケーションに役立つので、我々は友人に写真を送るために携帯電話を使わなくてはならない」第2段落第4文にあるが、この用途で使わなくてはならないとは言っていないので誤り。
ウ 「交通事故を起こすので、自転車に乗っているときは携帯電話を使うべきではない」第3段落第5文参照。
エ 「常にたくさんの時間とお金を浪費するので、若者は携帯電話を使うべきではない」第3段落第7文参照。「常に」ではなく「時々」と言っているので誤り。
- 問7 ア 第3段落最終文より抜き出す。happen to ~ 「(出来事などが) ～に起こる、降りかかる」
イ 第3段落第6文参照。purpose 「目的」

◆ 問題 ◆ 19 - 4 - 36

次の文章を読んで、あとの各問いに答えなさい。

(三重県 2007 年度)

Takuya and Mary were high school students. Mary came to Takuya's school from Australia in April and stayed for a year. There was a field trip to Nara in May. Takuya and Mary were in the same group for the trip.

Their group visited a temple. Mary asked Takuya, "That statue has so many hands. (①)" Takuya answered, "Senju Kannon. Senju is..." He tried to tell her about the statue, but he didn't know what to say in English. Then their English teacher, Mr. Tanaka, came and told them in English, "That is called Senju Kannon. Senju means one thousand hands. But the statue has about forty hands." Takuya understood Mr. Tanaka's English because he used very easy English.

They went to another temple. Mary asked Takuya again, "That statue has something in its hand. What is it?" He answered, "It's a pot." She asked, "What's in the pot?" He knew what was in the pot, but he couldn't say it in English. They had the pamphlet written in English and in Japanese and they read it. "Oh, it's medicine," Mary said. "Yes! ② That's the word I wanted to say." Takuya said in Japanese. Mary asked some other questions. It was difficult for Takuya to tell her in English but he tried to answer them. That made Mary happy.

They came back to their school and Mary said to Takuya, "I enjoyed the field trip very much today. ③ You were a nice guide for me. Thank you, Takuya." He said, "A nice guide? I couldn't speak English well." She said, "When I asked questions, you always tried to answer them."

(Five years later)

Takuya is a college student. He visited Australia during the summer vacation and met Mary. They enjoyed talking about their high school days in Japan. Mary said, "You speak English very well now." Takuya said, "Thank you. When you asked me about the statues and other things on the field trip, I could answer some of the questions in Japanese but I couldn't tell you in English. I have studied English hard since then." Mary said, "You're great." Takuya said, "I also began to study old Japanese buildings like temples and shrines. They are great and beautiful. I want to show them to people from foreign countries. Now I can use English to do that." ④ Mary asked, "Do you mean that you want to become a guide?" Takuya answered, "Yes. You said I was a nice guide for you."

注 field trip 社会見学 temple 寺 statue 像 pot つぼ
 pamphlet パンフレット, 小冊子 medicine 薬 guide 案内人, ガイド
 college 大学 high school days 高校時代 shrine 神社

問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. Who made the temple?
- イ. Where is the statue?
- ウ. What is the name of the statue?
- エ. When was the temple made?

問2 下線部②に That's the word I wanted to say, とあるが、Takuya がこのように言ったのはなぜか。その理由として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. Mary の質問がわからなかったから。
- イ. 薬を意味する英語を Mary が言ったから。
- ウ. つぼの中に薬があることを思い出したから。
- エ. 像が手につぼを持っているとわかったから。

問3 下線部③に You were a nice guide for me. とあるが、Mary にとって Takuya がすてきなガイドだったのはなぜか、その理由を本文中で Mary が言ったことをもとにして、日本語で書きなさい。

問4 下線部④に Mary asked, "Do you mean that you want to become a guide?" Takuya answered, "Yes. とあるが、Takuya はガイドになり、どのようなことをしたいと思っているか、日本語で具体的に書きなさい。

問5 本文の内容に合っているものをア～カの中から二つ選び、その記号を書きなさい。

- ア. Takuya and Mary visited some high schools on the field trip to Nara.
- イ. Mr. Tanaka used very easy English, so Takuya understood his English.
- ウ. Takuya didn't read the pamphlet written in English and in Japanese.
- エ. Mary came to Japan from Australia in April and stayed for five years.
- オ. Takuya began to study English hard after the field trip to Nara.
- カ. In Australia, Mary didn't talk about the high school days in Japan with Takuya.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 解答 ◆

問1	ウ
問2	イ
問3	Mary の質問にいつも答えようとしてくれたから。
問4	外国の人々に寺や神社のような古い日本の建物を見せたい。
問5	イ オ

◆ 解説 ◆

- 問1 直後に Takuya が「千手観音です」と答えていることから考える。
- 問2 第3段落第6文参照。Takuya はつぼの中に薬があることを知っていたが、薬を英語で言うことができずにいた。
- 問3 第4段落最終文参照。try to ～「～しようとする」
- 問4 最終段落最後から第5文参照。Them は old Japanese buildings like temples and shrines を指している。
like ～「～のような」
- 問5 ア. 「Takuya と Mary は奈良への社会見学で、いくつかの高校を訪ねました」 Takuya たちが訪ねたのは寺なので誤り。
イ. 「Tanaka 先生はとても簡単な英語を使ったので、Takuya は先生の英語を理解した」 第2段落最終文参照。
ウ. 「Takuya は英語と日本語で書かれたパンフレットを読まなかった」 第3段落第7文参照。they は Takuya と Mary を指している。
エ. 「Mary は4月にオーストラリアから日本に来て、5年間滞在した」 第1段落第2文参照。Mary の滞在期間は1年なので誤り。
オ. 「Takuya は奈良への社会見学のあと、英語をいっしょうけんめいに勉強し始めた」 第5段落第7文参照。
カ. 「オーストラリアで、Mary は Takuya と、日本での高校生活については話さなかった」 第5段落第3文に「日本での高校生活について話して楽しんだ」とあるので誤り。

◆ 問題 ◆ 19 - 4 - 37

次の英文は、明夫さんと恵子さんが英語の授業で発表した「職場体験学習」についてのスピーチです。これを読んで、後の問1～問6の問いに答えなさい。

(滋賀県 2007年度)

Akio's speech

I worked at a restaurant for five days. When I left home on the first day, I said to my mother, "I want to be a cook, so (①) there will be fun." At the restaurant, I had to clean tables and windows and wash cups and dishes. It made me very tired.

On the second day, a cook said to me, "Thank you, Akio. The customers want to enjoy their meals in a clean and beautiful place. ② Your jobs are very important."

People working at the restaurant had different kinds of jobs, and they helped each other to do their jobs better. ③ I've learned that teamwork is important, and I think we should use it in our school life. Let's help each other!

Keiko's speech

I chose working at a flower shop for five days. I was very glad because I love flowers. I helped the clerks. One of my jobs was giving water to the flowers. It looked easy, but it was not. Talking with the customers was more (④) than giving water to the flowers. There were many types of flowers, and the clerks studied how to take care of them.

They worked very hard all day to make the customers happy. I was also very busy.

Now I understand that every job has difficult things and my parents work hard for my family. I didn't think about ⑤ that before. I want to thank my parents.

注 cook 料理人 dish(es) 皿 customer(s) 客 meal(s) 食事 job(s) 仕事
 each other お互いに teamwork チームワーク clerk(s) 店員 type(s) 種類
 take care of～ ～の世話をする

問1 (①)に入る最も適切なものを、ア～エから1つ選びなさい。

ア worked イ I work ウ I worked エ working

問2 下線部②の内容として適切なものを、ア～オから2つ選びなさい。

ア to talk with the cooks and the customers イ to clean tables and windows
 ウ to cook for the customers in the kitchen エ to enjoy meals at the restaurant
 オ to wash cups and dishes

問3 明夫さんが下線部③のように言っているのはなぜか、日本語で説明しなさい。

問4 (④)に入る最も適切な語を、恵子さんのスピーチから1語抜き出して書きなさい。

問5 下線部⑤は何を指しているのか、日本語で書きなさい。

問6 職場体験学習を終えたとき、職場の人に感謝の言葉を言うとしてます。あなたならどのように言いますか。Thank you for に続けて2文以上の英語で書きなさい。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	
問6	

◆ 解答 ◆

問1	エ	
問2	イ	オ
問3	レストランで働いている人々がいろいろな仕事を受けもち、仕事がよりうまくいくようにお互いに助け合っていたから。	
問4	difficult	
問5	どの仕事にも大変なところがあることと、自分の両親が家族のために懸命に働いていること。	
問6	(例) Thank you for having me for five days. I learned many important things from my jobs.	

◆ 解説 ◆

- 問1 「私は料理人になりたいから、そこで働くのは面白いことでしょう」 working は動名詞。
- 問2 第1段落第3文参照。have to ～ 「～しなければならない」
- 問3 「チームワークが重要だということを学んだ」 理由は直前の文参照
- 問4 前後に more と than があるので形容詞か副詞だとわかる。「お客さんたちと話すことは花に水をやることより難しい」 Akiko's speech の第3段落第1文中の difficult。
- 問5 直前の文の that 以下を指す。
- 問6 Thank you for helping me ～. / Thank you for been kind to me. / Thank you for teaching me work. / I learned many important things from my jobs. / It was very interesting for me to work in your office[shop]. / I was interested in your work very much. などの表現が使える。

◆ 問題 ◆ 19 - 4 - 38

次の英文は、学校で狂言(kyogen)について学んだ留学生のジュディ(Judy)が発表したスピーチの一部である。これを読んで、問1～問10に答えよ。

(京都府 2007年度)

注	culture 文化	perform 演じる	line せりふ
	even ～ ～でさえ	explanation 説明	performance 演技
	expression 表情	way 仕方, ように	funny おもしろい
	shy はずかしい	feeling 感情	carefully 注意深く
	each other お互いに		

When I was in the sixth grade in elementary school, my father visited Japan and ① (buy) a book about Japan for me. It was ② (write) for foreign people. It taught me about Japanese life, history, culture, language ③ . There were many pictures in the book, and I thought Japan was a very beautiful country. It was fun to read the book, and it made me interested in Japan and its culture. I wanted to visit Japan then.

I came to Japan last ④ August. I've ⑤ [(ア) about / (イ) Japan / (ウ) learned / (エ) many / (オ) since / (カ) things] I came here. I was very lucky to have a chance to learn about kyogen at school. I'd like to talk about it today. Kyogen is one of the traditional arts in Japan. It's comedy that Japanese people have performed since the Muromachi era. In September, kyogen actors visited our school. First, Mr. Suzuki, one of the kyogen actors, told us about the history of kyogen. He also explained what they wear and what they use when they perform kyogen. Then he explained the story to us and performed kyogen with the other members. It was the first time for me to watch kyogen. I could not understand their lines well ⑥ . It was difficult even for Japanese students to understand everything. But thanks to the explanation of the story, I could understand what was happening. And I really enjoyed their performance, because their actions, expressions and ways of speaking were so funny.

After that, Mr. Suzuki visited our school every week, and he taught how to perform kyogen. We learned how to speak and how to walk. It was very difficult for us to say our lines while we were walking, and ⑦ (大きな声を出すのにずいぶん時間がかかった). We felt shy about speaking and walking as Mr. Suzuki taught us, because it was not natural for us. We ⑧ again and again.

Then we began to enjoy performing kyogen, and we performed in front of all the students of our school in November. I really felt I learned a traditional Japanese art, and I was very glad to do that with my Japanese friends.

When I watched and practiced kyogen, I thought many times that the Japanese students and I had the same feeling. When I felt it was funny, the Japanese students also laughed. When I was surprised, they looked surprised, too. I thought we can feel the same way although we speak different languages. We laugh when we see something funny. We cry when we see something sad. I think it's very important to understand how other people feel. And if we watch other people's expressions on their faces carefully, we can understand how they feel even without saying or understanding words. Through learning kyogen, I noticed that people from different cultures can share their feelings and understand each other.

- 問1 本文中の下線部① (buy) ・② (write) を文意から考えて、それぞれ正しい形で書け。
- 問2 本文の内容から考えて、③ に入る最も適当なものはどれか、(ア)～(エ)から1つ選べ。
- (ア) and so on
(イ) as you see
(ウ) after a while
(エ) around the world
- 問3 本文中の下線部④の説明として最も適当なものはどれか、(ア)～(エ)から1つ選べ。
- (ア) the tenth month of the year
(イ) the season after summer and before winter
(ウ) the eighth month of the year
(エ) the season after winter and before summer
- 問4 本文中の下線部⑤の [] 内の(ア)～(カ)を、文意が通じるように正しく並べかえ、記号で書け。
- 問5 本文の内容から考えて、⑥ に入る最も適当なものはどれか、(ア)～(エ)から1つ選べ。
- (ア) because I spoke Japanese very well
(イ) because they spoke in old Japanese
(ウ) because I was interested in kyogen
(エ) because they didn't know kyogen
- 問6 本文中の下線部⑦の日本語を英語にすると、次の [ア] ・ [イ] に入る語を1語ずつ書け。
- it took a long [ア] [イ] speak in a loud voice
- 問7 本文の内容から考えて、⑧ に入る最も適当なものはどれか、(ア)～(エ)から1つ選べ。
- (ア) practiced
(イ) taught
(ウ) heard
(エ) remembered

問8 本文の内容から考えて、次の問い(a)・(b)に対する答えの文が正しいものになるように、・に入る最も適当な1語を、それぞれ本文中から抜き出して書け。

(a) What made Judy interested in Japan?

答えの文 : The that her father gave her.

(b) When did Judy watch kyogen for the first time?

答えの文 : She watched it in .

問9 本文の内容と一致するものはどれか、(ア)～(エ)から1つ選べ。

- (ア) ジュディは、話す言葉や文化の異なる日本の生徒と自分は、感じ方が違うと思うことが多かった。
- (イ) ジュディは、話す言葉が違えばこそ、相手の感情が敏感に感じ取れるのだということに気づいた。
- (ウ) ジュディは、言葉が十分に理解できなければ、お互いの気持ちを理解することは難しいと感じた。
- (エ) ジュディは、言葉がわからなくても、相手の表情をよく見ればその人の気持ちはわかると思った。

問10 次の英文は、ジュディが、狂言を指導してくれた鈴木さんに書いた手紙の一部である。文中の・に入る最も適当な1語を、それぞれ左ページの本文中から抜き出して書け。

Thank you very much for teaching kyogen to us at our school. I've been interested in Japan and its culture for a long time. So I was very glad to have your class, and it was a lot of to learn about kyogen in your class.

I sometimes had a hard time, but I enjoyed performing kyogen with my Japanese friends. We could share the same feeling although our cultures or languages are .

◆ 解答用紙 ◆

問1	①		②	
問2	ア	イ	ウ	エ
問3	ア	イ	ウ	エ
問4	() → () → () → () → () → ()			
問5	ア	イ	ウ	エ
問6	ア		イ	
問7	ア	イ	ウ	エ
問8	ア		イ	
問9	ア	イ	ウ	エ
問10	ア		イ	

◆ 解答 ◆

問1	①	bought	②	written
問2		(ア)		
問3		(ウ)		
問4		(ウ) → (エ) → (カ) → (ア) → (イ) → (オ)		
問5		(イ)		
問6	ア	time	イ	to
問7		(ア)		
問8	ア	book	イ	September
問9		(エ)		
問10	ア	fun	イ	different

◆ 解説 ◆

問1 ① 過去の話なので過去形にする。buy は不規則に変化する動詞。buy-bought-bought

② 「書かれた」という受動態にしたいので、過去分詞にする。write は不規則に変化する動詞。

write-wrote-written

問2 (ア) 「～など」

問3 (ウ) 「1年の8番目の月」

問4 「ここに来てからずっと、私は日本について多くのことを学んでいます」という意味の文になる。直前に I've [I have] があることから、現在完了形 (have+過去分詞) の文と考えることができる。since ～ 「～以来」

問5 (イ) 「彼らは古い日本語で話したので 直後に「日本の生徒でさえもすべてを理解するのは難しかった」とあることから考える。

問6 It takes … to ～. 「～するのに…かかる」

問7 「私たちは何度も何度も練習しました」

問8 (a) 「何がジュディに日本への興味をもたせましたか」 第1段落第最後から第2文参照。

(b) 「ジュディがはじめて狂言を見たのはいつでしたか」 第2段落第7・11文参照。

問9 (ア) 同じ感じ方をすると思うことが多かったので、一致しない。第4段落第1文参照。

(イ) そのような記述はないので一致しない。

(ウ) ジュディは言葉が理解できなくても、気持ちを理解することはできると考えているので、一致しない。最終段落最後から第2文参照。without ～ing 「～することなしに」

(エ) 最終段落最後から第2文参照。

問10 ア 「…あなたの授業で狂言について学ぶのはとてもおもしろかった」

イ 「私たちの文化や言語は異なっているけれど、同じ感情を共有できました」

◆ 問題 ◆ 19 - 4 - 39

次は、高校生の美香 (Mika) が化石の採集に行ったことについて英語の授業で書いたレポートの原稿の一部です。英文を読んで、あとの問いに答えなさい。

(大阪府 後期 2007年度)

注	fossil	化石	history	歴史	earth	地球	ground	地面	rock	岩石
	broke	break	(割る)の過去形	museum	博物館	million	100万	clam	二枚貝	
	layer	地層	imagine	想像する						

On the second Saturday of November, I and the other ten students in the science club went to a mountain to find fossils with our science teacher, Mr. Ishida. He knows a lot about fossils and often tells us about the history of the earth.

After putting our bags on the ground, we learned to find fossils from Mr. Ishida.

There were many rocks there. First, he broke a rock for us and said, "Find rocks which are smaller than a soccer ball and break them." Then, he said, "If you find something that looks like a fossil in a rock, bring the rock to me."

In the morning, we broke rocks for about two hours but couldn't find any fossils. After that, we felt a little tired and hungry. So, we started to eat lunch. When we were eating lunch, I said to Mr. Ishida, "Why do you like fossils?" Then, he told us a story about himself.

One day, when he was eight years old, his grandfather took him to a museum in his town to see fossils. It was his first time to go there. He said to his grandfather, "How old are fossils?" His grandfather said, "They're very old. Some of them are a million years old and others are much older. Fossils on the earth a long time ago."

After listening to his story, I really wanted to find a fossil and said to my friends, "Let's try again." Everyone agreed.

In the afternoon, we started to break more rocks and worked hard for about an hour. Then, when I broke a rock near the trees, I found a small thing that looked like a clam in the rock. I ran to Mr. Ishida to ask what it was. He smiled and said to me, "This is the fossil of a clam. The clam lived about seventy million years ago. We know this because the layers in these mountains were made about that time." I smiled because I was very such an old fossil. From that fossil, I learned that the layers in the mountains were under the sea.

When we were going home, some of us had one or two fossils and others didn't have any. But each of us learned a lot about fossils. Studying about fossils can teach us about the history of the earth. On the bus, I said to my friend, "It's interesting for us to imagine what the earth was like about seventy million years ago." He agreed.

I want to study more about fossils and learn more about the earth.



二枚貝の化石

- 問1 本文中の には「何をすべきか」という意味の英語3語が入ります。その語を書きなさい。
- 問2 本文中の 'Fossils on the earth a long time ago.' が、「化石は、昔地球上にいた生き物から送られてきた贈り物です。」という内容になるように、解答欄の _____ に英語を書き入れ、英文を完成しなさい。
- 問3 本文中の が、「石田先生 (Mr. Ishida) は、そのとき以来化石がずっと好きで、いろいろな化石を日本の多くの場所で見つけたことがあります。」という内容になるように、英語で書きなさい。
- 問4 本文の内容から考えて、本文中の に入れるのに適している英語3語を解答欄の _____ に書き入れ、英文を完成しなさい。
- 問5 本文中には、美香が「バスに乗っているときに友人に言ったこと」を述べたところがあります。その内容を日本語で書きなさい。
- 問6 本文の内容と合うように、次の問いに対する答えをそれぞれ英語で書きなさい。
- ① What did Mr. Ishida tell the students to do if they found something that looked like a fossil in a rock?
 - ② What did Mika say to her friends just after listening to Mr. Ishida's story about himself?
- 問7 次のうち、本文で述べられている内容と合うものはどれですか。二つ選び、記号を書きなさい。
- ア Mr. Ishida told Mika and the other students in the science club to find rocks which were smaller than a soccer ball and to break them.
 - イ One student in the science club broke rocks for about two hours and found a fossil of a clam in the morning.
 - ウ Mr. Ishida was taken to the museum in his town by his father to see fossils when he was six years old.
 - エ After finding a small thing that looked like a clam in a rock, Mika ran to Mr. Ishida to ask what the small thing was.
 - オ When the students in the science club were going home, all of them had one or two fossils of clams.

◆ 解答用紙 ◆

問1	
問2	Fossils _____ _____ on the earth a long time ago.
問3	
問4	I smiled because I was very _____ _____ such an old fossil.
問5	
問6	① _____
	② _____
問7	

◆ 解答 ◆

問1	(例) what to do
問2	Fossils (例) are presents sent from things living _____ on the earth a long time ago.
問3	(例) Mr. Ishida has liked fossils since then, and has found many different ones in many places in Japan.
問4	I smiled because I was very (例) happy to find _____ such an old fossil.
問5	約7000万年前の地球がどのようなようであったかを想像することは私たちにとって興味深いということ。
問6	① He told then to bring the rock to him.
	② She said, "Let's try again. "
問7	ア・エ

◆ 解説 ◆

- 問2 「～された…」と言うときには、過去分詞を使う。過去分詞が語句を伴う場合は、修飾する名詞の後ろに置く。
- 問3 「ずっと～」、「～したことがある」は、どちらも〈have[has]+過去分詞〉の現在完了形で表わす。since 「～以来」
- 問4 話の流れから、「そのような古い化石を見つけてとてもうれしかった」というような意味の文になると考えることができる。「…して(うれしい)」と感情の原因を表わすには、不定詞を使う。
- 問5 第7段落第4文に述べられている。It is ... for — to 「～が～するのは…だ」
- 問6 ① 問いは「石田先生は学生たちに、もし岩石の中に化石のように見えるものを見つけたら、何をするようにと言いましたか」。第2段落最終文参照。
② 問いは「美香は石田先生の先生自身についての話を聞いたすぐあとに、友だちに何と言いましたか」。第5段落第1文参照。
- 問7 ア 「石田先生は美香と科学部のほかの学生たちに、サッカーボールより小さい岩石を見つけ、それを割るように言いました」 第2段落第3文参照。
エ 「美香は岩石中に二枚貝のように見える小さなものを見つけてから、その小さなものが何であるかをたずねるために、石田先生のところへ走りました」 第6段落第2・3文参照。

◆ 問題 ◆ 19 - 4 - 40

次の文は、ともこさんが英語の授業で書いた英文です。これを読んで、あとの問いに答えなさい。

(兵庫県 2007 年度)

My grandmother likes to talk very much. She often tells me about her school days, friends, or hobbies. I'm happy to be with her. I love my grandmother. But sometimes I didn't want to listen to her long stories.

Last week, my grandmother told me something interesting. When I put some flowers in a vase, she said to me, "Those flowers are very beautiful. How did you get them?" "My friends gave these to me for my birthday. I want to keep them beautiful longer, but ① I think it's difficult." I said.

My grandmother smiled and said, "Oh no, it's easy. You should put something in the vase with the flowers." "What is it?" I asked. "It's sugar," she said. "Put some sugar in the vase. Then you can keep them beautiful longer."

I changed the water in the vase every day and put some sugar in it. A few days later I was very surprised because the sugar kept the flowers beautiful. I was happy and said to her, "You are great! You know a lot of things." ② She looked very happy to hear that.

Now I think that my grandmother knows a lot of things I don't know. When there is something I want to know, I often ask her. She tells me a lot of stories and teaches me a lot of things. I love both my grandmother and her stories. I want her to live for a long time and I want to enjoy talking a lot with her.

注 grandmother 祖母 hobby(hobbies) 趣味 flower(s) 花 vase 花瓶 sugar 砂糖
a few days later 数日後

問1 下線部①に関して、ともこさんはどうすることが難しいと思いましたか。日本語で書きなさい。

問2 下線部②に関して、おばあさんがとてもうれしそうだったのはなぜですか。that の内容を明らかにして、その理由を日本語で書きなさい。

問3 本文の内容に合うものを次のア～オから2つ選んで、その符号を書きなさい。

- ア Tomoko's grandmother gave Tomoko the flowers for her birthday.
- イ Tomoko's grandmother asked how Tomoko got the flowers.
- ウ Tomoko's grandmother didn't think the flowers were beautiful.
- エ Tomoko's grandmother knew how to keep the flowers beautiful longer.
- オ Tomoko's grandmother told Tomoko to put the flowers in the vase.

問4 次の質問に主語と動詞のある英文で答えなさい。

What did Tomoko use to keep the flowers beautiful longer?

問5 次の文は、本文の内容を英語でまとめたものです。① ~ ③ に入る適切な英語を、本文中からそれぞれ1語ずつ抜き出して書きなさい。

Tomoko's grandmother likes talking. When Tomoko got some flowers for her ①, her grandmother taught her something interesting to keep them beautiful longer. After that, Tomoko often goes to her grandmother when she wants to ② some questions. Her grandmother teaches her a lot of things. Tomoko likes her grandmother's stories very much and she wants to ③ listening to them.

◆ 解答用紙 ◆

問1						
問2						
問3						
問4						
問5	①		②		③	

◆ 解答 ◆

問1	花を美しい状態により長く保つこと。					
問2	おばあさんはたかさんのことを知っていてすごいと、ともこさんが言うのを聞いたから。					
問3	イ		エ			
問4	She used sugar to keep the flowers beautiful longer.					
問5	①	birthday	②	ask	③	enjoy

◆ 解説 ◆

問1 it は to keep them beautiful longer を指している。them は花びんにいけた花のこと。

keep ~ ... 「～を…に保つ」

問2 that は直前にもこさんが言った言葉を受けている。to hear は感情の原因を表す不定詞。

問3 イ 「ともこさんのおばあさんは、ともこさんにどのようにして花を手に入れたのかをたずねた」 第2段落第3文参照。

エ 「ともこさんのおばあさんは、花を美しい状態により長く保つ方法を知っていた」 第3段落参照。

問4 質問は「花を美しい状態により長く保つために、ともこさんは何を使いましたか」。第4段落第1文参照。

問5 ① 第2段落第4文参照。 ② 第5段落第2文参照。 ③ 第5段落最終文参照。

◆ 問題 ◆ 19 - 4 - 41

次の文は、鈴木りょうたさんの家にホームステイしている留学生のジムさんが、英語の授業で行ったスピーチです。これを読んで、あとの問いに答えなさい。

(兵庫県 2007年度)

Last Saturday, I went to a department store alone for the first time in Japan. It was five minutes from my house by bus. I looked around the department store for an hour. It was big and there were many people.

It was 4:00 in the afternoon. I decided to walk back home because I thought the department store was near my house. After I walked for thirty minutes, I got lost. I didn't know how to go back to my house. I didn't remember my address and telephone number. I didn't know what to do. I tried to find my house, but I couldn't find it. I got very tired. I asked some people, "Excuse me. ① is Mr. Suzuki's house?" They said, "I'm sorry, I don't know." I was very sad.

"How can I go back home?" I said to myself. I began to walk again. At that time I met one of my classmates, Kenji, on the street. I didn't know him well, but he said to me, "Hi, Jim. You look sad. ②" I said, "Yes. I am lost. I can't go back to Ryota's house." He said, "Oh, that's too bad. I know his house. I will take you there." Kenji was very kind to me.

After I got home, I remembered my teacher's words. He said, "If someone is kind to you, you should try to be kind to three people. If each of the three people is kind to three other people, there will be more kind people. Then a lot of people will be happy." I like that idea. I would like to try to do it.

I felt very ③ because Kenji was kind to me. From that day, I often talk with him. Now he is one of my best friends.

注 department store デパート alone 一人で for the first time 初めて
 decide to ～することに決める get lost 道に迷う address 住所 telephone 電話
 get tired 疲れる say to myself ～と心の中で思う classmate(s) クラスメート

問1 ジムさんがデパートから家まで歩いて帰ろうと思ったのはなぜですか。その理由を日本語で書きなさい。

問2 ①に入る適切な英語1語を書きなさい。

問3 次の質問に主語と動詞のある英文で答えなさい。

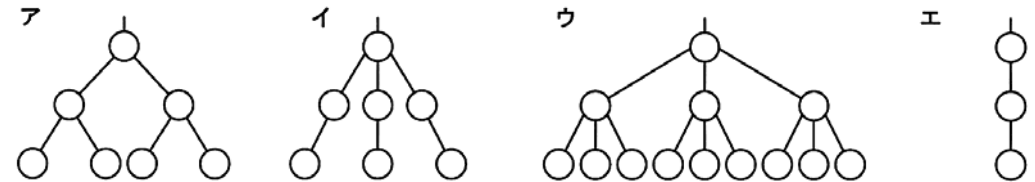
- (1) How long did Jim look around the department store?
- (2) How did Jim feel when some people told him that they didn't know Mr. Suzuki's house?

問4 ②に入る適切な英文を次のア～エから1つ選んで、その符号を書きなさい。

- ア Could you tell me how to go home?
- イ Are you going to go to the store?
- ウ Do you remember your address?
- エ Did something bad happen to you?

問5 ③に入る適切な英語1語を、本文中から抜き出して書きなさい。

問6 ジムさんはスピーチの中で、彼の先生の言葉を説明するために黒板に図をかきました。その時の図として適切なものを次のア～エから1つ選んで、その符号を書きなさい。



◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	デパートが家に近いと思ったから。	
問2	Where	
問3	(1)	He looked around it for an hour.
	(2)	He felt very sad.
問4	エ	
問5	happy	
問6	ウ	

◆ 解説 ◆

問1 第2段落第2文参照。

問2 「鈴木さんの家はどこですか」

問3 (1) 「ジムさんはどれくらいの間デパートを見てまわりましたか」 第1段落第3文参照。

(2) 「誰かが鈴木さんの家を知らないと言ったとき、ジムさんはどのように感じましたか」 第2段落最終文参照。

問4 エ 「何か悪いことが起こったの」 問5 第4段落第4文参照。

問6 第4段落第2・3文参照。 each of the three people 「3人のそれぞれ」

◆ 問題 ◆ 19 - 4 - 42

次の文を読んで、各問いに答えよ。

(奈良県 2007 年度)

Last summer, Sachiko went to Oshima in Wakayama with her parents. She found a big monument there. An old man and some children were cleaning the monument. Sachiko talked to them. The old man said to her, "This is the monument for the Turkish people who died here about 120 years ago." Then he began to tell her family a very interesting story about the monument.

In ①September, 1890, a big Turkish ship, the Ertugrul, met a big typhoon and was broken near Oshima. There were more than 600 people on the ship, and a lot of them fell into the sea. The people of Oshima heard about it and wanted to save the Turkish people. So, they ②ran to the sea. But only 69 people were saved. The people of Oshima took the 69 Turkish people to their village and gave them food and places to sleep.

③The next day, the people of Oshima had ④a problem. In the village there wasn't much food for the Turkish people, because 69 people were too many for this small village. A man in the village said, "They came from a foreign country, and many people on their ship died in the sea. We have to save those 69 Turkish people." Another man said, "Let's give them our chickens." Many families in the village had chickens to get eggs. The chickens were important and were the last food for the people of Oshima. But they gave the chickens to the Turkish people.

Soon the Japanese government sent two ships and took the 69 people to Turkey. Many people in Japan learned about this and sent money to the families of the Turkish people who died near Oshima.

Sachiko said to the old man, "It's a very nice story. I've never heard about it. Do many Japanese people know this story?" He answered, "No, ⑤ But ⑥Turkish people remembered it." Then he began to tell her another story.

In March, 1985, Iran was at war with Iraq. In Iran, ⑦there were many foreign people who wanted to go back to their countries. Among them, there were 215 Japanese people who couldn't get their seats on a plane. The Japanese government tried to send planes, but it was taking time. There was no way for those Japanese people to leave the country. Then, two Turkish planes came and saved them. Turkish people remembered the story of the Ertugrul.

The old man finished the story. Sachiko was glad to hear his stories. He said, "I ⑧often tell these stories to the children in my village. I want them to remember the stories."



大島にある記念碑

注 monument 記念碑 Turkish トルコの ship 船 the Ertugrul エルトウルル号
 typhoon 台風 chicken ニワトリ government 政府 Turkey トルコ Iran イラン
 at war with ～と戦争中で Iraq イラク president 大統領 friendship 友情

問1 下線部①, ③, ⑧の語句を、それぞれ日本語に直せ。

問2 大島の人々が、下線部②のようにしたのは何をするためか。日本語で書け。

問3 下線部④の内容を日本語で書け。

問4 文脈に合うように、に入る適切な英語を、次のア～ウから1つ選び、その記号を書け。

ア they think so, too. イ I think so, too. ウ I don't think so.

問5 老人が、下線部⑥のように言った根拠として最も適切なものを、次のア～ウから1つ選び、その記号を書け。

ア Turkish people sent two planes to Iran to save the Japanese people.
 イ The Turkish families who got money from Japanese people often came to Oshima.
 ウ The people of Oshima gave their chickens to the Turkish people and saved them.

問6 下線部⑦を日本語に直せ。

問7 下線部⑨には、どのような内容が書かれていたと考えられるか。Hello, boys and girls of Oshima. の書き出しに続く20語程度の英語を書け。ただし、2文または3文で書き、コンマやピリオドなどは語数に含めないこと。

問8 次の(a), (b)の問いに3語以上の英語で答えよ。ただし、コンマやピリオドなどは語数に含めないこと。

(a) What did the Ertugrul meet near Oshima in 1890?
 (b) Did the old man want the children of Oshima to remember the two stories?

問9 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 When Sachiko went to Oshima, she told her family the stories about the monument.
- イ Many people on the Ertugrul fell into the sea, but all of them were saved by the people of Oshima.
- ウ Chickens were very important for the Turkish people because they liked eggs.
- エ The Japanese government sent two ships to take the 69 Turkish people to Turkey.
- オ Many Japanese people learned about the monument in Oshima and visited it.
- カ Sachiko thought the monument in Oshima showed the friendship between Turkey and Japan.

◆ 解答用紙 ◆

問1	①		③	
	⑧			
問2				
問3				
問4				
問5				
問6				
問7	Hello, boys and girls of Oshima.			

問8	(a)			
	(b)			
問9				

◆ 解答 ◆

問1	①	9月	③	翌日
	⑧	しばしば		
問2	トルコ人を救助するため。			
問3	村にはトルコ人のための食料があまりなかったこと。			
問4	ウ			
問5	ア			
問6	帰国を望むたくさんの外国人がいました。			
問7	Hello, boys and girls of Oshima. (例) I want to thank you very much for cleaning the monument. People in Turkey are happy to hear about your friendship.			
問8	(a)	A big typhoon.		
	(b)	Yes, he did.		
問9	エ	カ		

◆ 解説 ◆

- 問1 ⑧often は頻度を表す副詞。
- 問2 直前の文参照。
- 問3 直後の文参照。
- 問4 ウ 「そうは思いません」
- 問5 ア 「トルコの人々は日本人を救うために、イランに2機の飛行機を送った」 第6段落参照。
- 問6 who は関係代名詞。who から countries までが many foreign people を修飾している。
- 問7 直後の文の内容から考え、トルコの大統領になったつもりで書く。
- 問8 (a) 「エルトゥールル号は、1890年に大島の近くで何にあいましたか」 第2段落第1文参照。
 (b) 「老人は、大島の子供たちに2つの話を覚えていてもらいたかったですか」 第7段落最終文参照。
- 問9 ア 「Sachiko は大島へ行ったとき、家族に記念碑についての話をした」 話をしたのは老人なので誤り。
 イ 「エルトゥールル号の多くの人たちが海に落ちたが、全員大島の人々に助けられた」 助かったのは全員ではなかったので誤り。
 ウ 「トルコの人々は卵が好きなので、ニワトリはとても大切であった」 そのような記述はない。
 エ 「日本政府は69人のトルコの人たちをトルコに連れて行くために、2艘の船を送った」 第4段落第1文参照。
 オ 「多くの日本人は大島の記念碑について学び、そこを訪れた」 第5段落第3・4文と合わない。
 カ 「Sachiko は大島の記念碑はトルコと日本の友情を表していると思った」 第8段落最終文参照。

◆ 問題 ◆ 19 - 4 - 43

次の英文は、中学3年生の真由美 (Mayumi) が、動物愛護センター (the Animal Welfare Center) について書いたものです。これを読み、問1、問2に答えなさい。

(和歌山県 2007年度)

Do you know the Animal Welfare Center? We can play with many animals there. We can also get an animal after learning about it. I heard about the center from my father.

Two days ago, I visited the center with my friend to get a dog. There were about fifteen dogs in the Fureai Dome. I enjoyed playing with them. After that I talked with a man working there. He was Mr. Ueda. He said, "Dogs are wonderful animals. Some dogs help people with disabilities, and other dogs work as rescue dogs to save people's lives. Some people feel happy when they are with dogs."

I also heard a very sad story from him. About 1,500 dogs are brought to the center every year. Some of them are left in boxes near the center. The people who do that hope someone will take care of the dogs. I'm angry with such selfish people. After listening to him, I answered some questions on the questionnaire. For the last question, I answered, "The life of a dog is as important as ours." When I said goodbye to Mr. Ueda, he gave me a pamphlet. He said, "Read this pamphlet at home if you want a dog."

That night I read the pamphlet. It said, "Does your family agree to have a dog? Do you have enough space and money to have a dog? Can you train a dog?" Those questions are very important. It's not easy to have a dog. Now I understand that. If I get a dog, Mr. Ueda wants me to take care of it for a long time. I will go to the center again next Sunday to learn more about dogs.

- 注 center 施設
 the Fureai Do me ふれあいドーム
 disability 障害 rescue dog 救助犬
 lives < life(命)の複数形
 brought < bring の過去分詞形
 take care of ~ ~の世話をする
 angry with ~ ~に怒って
 selfish 身勝手な
 questionnaire アンケート
 last 最後の pamphlet パンフレット
 it said ~ それには~と書かれていた
 enough space and money 十分な場所とお金
 train 訓練する

動物愛護センター
 アンケート用紙

① 訪問日 平成19年2月11日(日)
 ② 年齢, 性別 (15才, 男・女)
 ③ ここに来たのは何回目ですか。(|) 回目
 ④ 何人で来ましたか。
 (大人 0人, 子ども 2人)
 ⑤ センターのことをどのようにして知りましたか。
 ()

⑩ 今日の体験をとおして、あなたが学んだことはどんなことですか。
 ()

ご協力ありがとうございました。

問1 真由美が動物愛護センターで記入した、アンケート用紙の一部を左に示しています。本文の内容に合うように、 , に入る適切な日本語を書きなさい。

問2 本文の内容に合うように、次の(1)~(3)の英文の () にあてはまる最も適切なものを、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) Mayumi visited the Animal Welfare Center ().
 ア to help many animals
 イ to take her dog there
 ウ to get a dog
 エ to answer the questionnaire
- (2) Some people leave dogs near the center because ().
 ア the dogs were born at the center
 イ the dogs will become rescue dogs to save them
 ウ they live near the center
 エ they want someone to take care of the dogs
- (3) Mr. Ueda gave Mayumi a pamphlet. In it there were ().
 ア questions about having a dog
 イ good ideas to take care of the dogs at the center
 ウ some pictures of the dogs to save people's lives
 エ sad stories of the dogs at the center

◆ 解答用紙 ◆

問1	A	
	B	
問2	(1)	
	(2)	
	(3)	

◆ 解答 ◆

問1	A	父から聞いた。	
	B	犬の命は、私たちの命と同じくらい大切であるということ。	
問2	(1)	ウ	
	(2)	エ	
	(3)	ア	

◆ 解説 ◆

問1 A 第1段落最終文参照。

B 第3段落第7文参照。この ours は our lives を意味する。as ～ as ... 「…と同じくらい～だ」

問2 (1) 第2段落第1文参照。to get ～は副詞的用法の不定詞。

(2) 「誰かに犬の面倒を見てもらいたくて、センターの近くに犬を置きざりにしていく人々もいる。」第3段落第3・4文参照。(want +人+to ～) 「(人) に～してもらいたい」

(3) 第4段落第2～4文参照。

◆ 問題 ◆ 19 - 4 - 44

次の英文は、高校生の達也 (Tatsuya) が、電化製品 (electrical appliance) の普及に貢献した松下幸之助 (Matsushita Konosuke) について、「和歌山が生んだ偉人」という題で書いたスピーチの原稿です。これを読み、問1～問6に答えなさい。

(和歌山県 2007年度)

Look at this old picture. Do you think they are a boy and his mother? Ⓐ(is, for, a boy, working, he) a shop and she is his master's wife. The boy is Matsushita Konosuke. Now I'll tell you about him.



Konosuke was born in Wakayama in 1894. He lived with his family there. But he had to leave home to work because his father's business failed.

Konosuke started to work at a shop in Osaka. He was only nine years old. The master and his wife were very [A].

They took good care of him. He thanked them and worked very hard every day. He got a strong will there. It's important to work hard with a strong will for people. He learned that at the shop. The picture was taken at that time. When he saw the picture, he remembered the important thing.

Konosuke started his business when he was 22 years old. At that time bike lights didn't stay lighted for a long time. People often used bikes in the dark at night. It was very dangerous. "ⓑ(I, a, like, bike, use, don't, to) at night." Konosuke often heard that. He said, "I'll make good bike lights." Making good lights was very hard. He failed many times but never gave up. Finally he made good lights. He said, "People can ride bikes safely with my lights!"

He visited a bike shop and tried to sell his lights. But the shopkeeper said, "We don't need them. We have many bike lights to sell, but people don't buy them." He went to many other shops, but the shopkeepers didn't buy his lights. He was very sad. Then he saw the picture taken with his master's wife. He remembered the important thing and thought about how to sell his lights. He thought and thought, and finally got a good [B].

He went to the shops again and said, "I'll give you my bike light with batteries, so please put it near the door and keep it on." His lights stayed lighted for a very long time. People knew that. ⓒSoon, many people started to buy the lights made by Konosuke. They were very happy to ride bikes safely.

Konosuke made a lot of good electrical appliances in his life. They made people happier. I think he could overcome a lot of difficulties because the picture helped him a lot. Now I understand many people have helped me. I thank all of them. I want to work for people like Matsushita Konosuke.

注 master 雇い主 wife 妻 business 事業 fail 失敗する
take good care of～ ～をとてまかづいがる strong will 強い意志 taken<take の過去分詞形
light ライト stay lighted (明かりが)ついている in the dark 暗い中で
dangerous 危険な give up あきらめる finally とうとう safely 安全に sell 売る
shopkeeper 店主 thought<think の過去形 battery 電池 put 置く
keep ～ on ～のスイッチを入れておく overcome 克服する difficulty 困難

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

- ア A strong B light
- イ A happy B time
- ウ A nice B bike
- エ A kind B idea

問2 下線Ⓐ, ⓑが、それぞれ意味の通る英文になるように、() の中の語 (句) を並べかえて英文を完成させなさい。ただし、下線Ⓐは文頭にくる語も小文字で示しています。

問3 下線ⓒの理由を、日本語で具体的に書きなさい。

問4 次の (1), (2) の問いに、それぞれ英語で答えなさい。

- (1) How old was Konosuke when he started to work in Osaka?
- (2) What does Tatsuya want to do?

問5 次のア～エの英文を、本文の流れに合うように並べかえると、どのような順序になりますか。その記号を書きなさい。

- ア Many people could ride bikes safely at night because they had good bike lights.
- イ Konosuke left home in Wakayama to work at a shop.
- ウ Shopkeepers didn't want bike lights made by Konosuke.
- エ A picture of Konosuke with his master's wife was taken.

問6 幸之助が、雇い主の妻と撮った写真を見て思い出した大切なことは、どのようなことですか。日本語で書きなさい。

◆ 解答用紙 ◆

問1		
問2	㉑	() a shop and she is his master's wife.
	㉒	I () at night.
問3		
問4	(1)	
	(2)	
問5		() → () → () → ()
問6		

◆ 解答 ◆

問1		エ
問2	a	(He is a boy working for) a shop and she is his master's wife.
	b	I (don't like to use a bike) at night.
問3		人々が、幸之助の作ったライトが長い間光ることに気づいたから。
問4	(1)	He was nine.
	(2)	He wants to work for people like Matsushita Konosuke.
問5		(イ) → (エ) → (ウ) → (ア)
問6		強い意志を持って、人々のために一生懸命働くこと。

◆ 解説 ◆

- 問1 [A]の直後の文に「彼らは彼をととてもかわいがった」とあるので nice か kind が適当とわかる。[B]は直前の文の how to sell his light 「彼のライトを売る方法」を意味し、idea 以外はあてはまらない。よってエが適切。
- 問2 ㉑ working ~ shop が a boy を修飾している。work for ~ 「~のために働く」
 ㉒ like to ~ 「~するのが好きだ」
- 問3 直前の2文参照。直前の that は前の文全体を指す。
- 問4 (1) 「大阪で働き始めたとき幸之助は何歳でしたか」 第3段落第2文参照。
 (2) 「達也は何をしたいと思っていますか」 第7段落最終文参照。
- 問5 イ 第2段落第3文、第3段落第1文参照。→エ 第3段落第9文参照。→ウ 第5段落第2～4文参照。
 →ア 第6段落最終文参照。
- 問6 第3段落最終文と第5段落第7文中にでてくる the important thing は第3段落第7文の to work hard with a strong will for people を指す。

◆ 問題 ◆ 19 - 4 - 45

次の文は、中学生の美希 (Miki) さんが、おかあさんの店での体験を述べたものです。これを読んで、各問いに答えなさい。

(鳥取県 2007 年度)

My mother has a small shop. She makes and sells bags. She works hard every day and I like to help her.

One afternoon, when I was in the shop, John came in. He is a boy who lives near the shop. "Hi, John. May I help you?" I said to him. "Yes, please. ①I want to make a bag." "Really? I'm afraid it will be a little difficult for you." He was only nine years old. "I want to make one for my *grandmother." My mother looked at him for some time and then said, "OK. What kind of bag do you want to make?" "A big bag with eleven *felt pears on it," John answered.

(②) such a bag is hard for a small child. So my mother and I taught him how to make it. He *cut the *cloth first. Then he sat at the *sewing machine. "How do I use this machine?" He asked a lot of questions and we answered them. After a few hours ③the bag was finished. "Thank you very much. I hope my grandmother will like it," he said and ran home with a smile on his face.

A few days later, John's father came to the shop. He thanked my mother and me. "Last week John's grandmother ④*fell down from her bike. She was going to John's soccer game. She had eleven pears for all the team members in her bag. The bag was small, so some of the pears *dropped and she *lost her *balance." Now my mother and I knew (⑤) John wanted to make a big bag with eleven felt pears. My mother said, "John did very well. (⑥)" "Yes. His grandmother really likes it. Today she went to see John's game with pears in the bag he made. After the game all the team members enjoyed eating the pears. Here are some pears for you."

After he left the shop, my mother began to make another bag. "We had a good time with John. That bag also made us happy, didn't it?" I said to her and we smiled at *each other.

注	grandmother 祖母	felt pears フェルト (布地の種類) の梨
	cut cut (切る) の過去形	cloth 布 sewing machine ミシン
	fell fall (落ちる) の過去形	dropped drop (落ちる) の過去形
	lost lose (失う) の過去形	balance バランス, (からだの) 安定
	each other お互いに	

問1 下線部①について、ジョン (John) くんはどんなかばんを作りたいと考えていますか。日本語で書きなさい。

問2 本文の内容から判断して、(②), (⑤) にあてはまる最も適当な語を、それぞれ英語一語で書きなさい。

問3 下線部③の時のジョンくんの気持ちとして最も適当と考えられるものを、次のア～エからひとつ選び、記号で答えなさい。

- ア かばんがうまく作れなくて残念だった。
- イ 思いどおりのかばんが作れたのでうれしかった。
- ウ かばんづくりがおもしろかったのでまたやりたい。
- エ かばんづくりに予想以上に時間がかかって疲れた。

問4 下線部④について、なぜそうなったのか、その理由を日本語で書きなさい。

問5 (⑥) にあてはまる最も適当な文を、次のア～エからひとつ選び、記号で答えなさい。

- ア His grandmother can make a bag well.
- イ We had a very good time.
- ウ I'm sure it made his grandmother happy.
- エ He often comes to this shop.

問6 本文の内容と一致するものを、次のア～カから二つ選び、記号で答えなさい。

- ア 美希さんは、店でおかあさんの手伝いをするのが好きだ。
- イ 美希さんのおかあさんは、ジョンくんの手づくりのかばんをあげた。
- ウ ジョンくんは、ミシンを使うのが得意だ。
- エ ジョンくんのおばあさんは、今日、彼のサッカーの試合を見に行き、チームのみんなに梨をあげた。
- オ ジョンくんのおとうさんは、いっしょにかばんづくりを楽しんだ。
- カ ジョンくんのおとうさんとおばあさんが、いっしょに店にお礼を言いに来た。

問7 次の英文は、その数日後店にやってきた、ジョンくんのおばあさんと、美希さんとの会話です。本文の内容から判断して、(ア) ~ (エ) にあてはまる最も適当な語を、それぞれ英語一語で書きなさい。

- Miki : Hello. I heard you fell down from your bike. Are you OK?
- Grandmother : I'm much better, thank you. Look! This is the (ア) John made for me. Thank you for all your help.
- Miki : You're welcome. It was difficult for him, but he didn't *give up and (イ) making it after a few hours.
- Grandmother : Last Saturday I watched John's (ウ). He played well and I really enjoyed it.
- Miki : John is such a good boy. He made you so happy.
- Grandmother : You help your (エ) a lot in the shop. I'm sure you make her very happy, too.

(注) *give up あきらめる

◆ 解答用紙 ◆

問1				
問2	②		⑤	
問3				
問4				
問5				
問6				
問7	ア			
	イ			
	ウ			
	エ			

◆ 解答 ◆

問1	11個のフェルトの梨がついた大きなかばん			
問2	②	Making	⑤	why
問3	イ			
問4	かばんが小さく、入っていた梨が落ちてバランスをくずしたから			
問5	ウ			
問6	ア, エ			
問7	ア	bag		
	イ	finished		
	ウ	game		
	エ	mother		

◆ 解説 ◆

問1 第2段落最終文参照。

問2 ② 「そんな大きなかばんを作ることは…」 1語でという指示なので、動名詞が入る。

⑤ 「なぜジョンくんが、11個のフェルトの梨のついた大きなかばんを作りたかったのか…」

問3 あとに続く2文の内容から考える。

問4 第4段落第5・6文の内容をまとめる。

問5 ウ 「それを見て彼のおばあさんはきっと喜んだと思います」 次にジョンさんのお父さんが、「はい。彼のおばあさんはそれをとても気に入っています」と答えていることから考える。

問6 ア 第1段落参照。 イ ジョンくんにかばんの作り方を教えてあげたので誤り。

ウ ジョンくんはミシンの使い方を聞いていたので誤り。 エ 第4段落最後から第2・3文参照。

オ そのような記述はない。 カ お父さんだけが来たので誤り。

問7 ア John made for me (ジョンが私に作ってくれた) に修飾されていることから考える。

イ 「それを作り終えた」 ウ 「ジョンの試合を見ました」 エ 美希さんが店で手伝っている人を答える。

◆ 問題 ◆ 19 - 4 - 46

次の英文は中学3年生のあきこ (Akiko) さんが英語の授業で行ったスピーチの原稿です。これを読んで、あと
の間1～問6に答えなさい。(※印のついている単語・語句には本文のあとに〈注〉があります。)

(島根県 2007年度)

We can study at school almost every day. Is it true in other countries? The answer is “No,” in some countries. For example, in Nepal, many young people can’t go to school. In 2001, Nepal had about 200 high schools. That was not enough. It was only about 4% of the *necessary high schools.

Nepal is one of the *developing countries and can’t build enough schools. Many families are very poor in Nepal. So children have to ①work to support their families. For example, they collect trash, make shoes, and so on. Learning at school is still special for children in Nepal.

In 2000, the students at one high school in Japan made a great plan: Let’s Build a School in Nepal. The school was 90 years old, so they decided to *raise 900,000 yen. The students at this school worked hard to raise money. In 2001, they held special concerts and put boxes to collect money in the stores near their school. Many people put money into them. Finally the students finished collecting money. Next February building a school started in Nepal.

A volunteer group helped the students. One of the members told them an important thing. “This work will give you a good chance to know about life in other countries.” I have a different idea. These students got together for their dream. If we get together, we can do big things. ②I think they really found it through this work.

I will become a high school student soon. We have many problems to *solve in the world. There are many people we need to help. I would love to try some volunteer work for those people. Of course I will do it with other people.

注 necessary 必要な developing country 発展途上国 raise (お金)を集める
solve ～を解決する

問1 次のア～オの中から、本文の内容と一致しているものを二つ選び、記号で答えなさい。

- ア In 2001, Nepal needed about 200 high schools.
- イ Many young people in Nepal don’t have the chance to study at school.
- ウ The high school students in Japan could not find how to raise money.
- エ Every high school student in Japan began to raise money in Nepal.
- オ Akiko wants to do volunteer work to help people who need help.

問2 下線部 (1) の具体的な例を二つ、本文の内容にしたがって日本語で答えなさい。

問3 次のメモはあきこさんがスピーチ原稿を作る際に資料として作ったものです。メモの中の (ア), (イ) に入る語または年月を、本文の内容にしたがって日本語または数字で答えなさい。

年 月	内 容
2000年9月	学校創立90周年の記念行事として、発展途上国での学校建設企画を立てる
2001年1月	生徒有志のライブグループがコンサートで募金活動
2001年3月	学校付近の店に (ア) を設置
(イ)	ネパールで校舎の建設が始まる
2003年3月	完成式が行われる

問4 ボランティアのメンバーが述べたこの活動の意義を、本文の内容にしたがって日本語で答えなさい。

問5 下線部 (2) について、文中の it が指すものを、本文の内容にしたがって日本語で答えなさい。

問6 次の英文は、あきこさんのスピーチを聞いていた ALT (外国語指導助手) のスミス先生が書いた感想メモです。次の (1)～(3) に入る適当な語を下のア～カの中から一つずつ選び、記号で答えなさい。

Great, Akiko. I was (1) with your speech. Getting together is very important when we want to do something big. I also know we have many problems to solve in the world. For example, environmental pollution. We can do something. Now I am a member of a volunteer group to (2) the rivers in our town. Will you join our group if you (3) ?

- ア interesting
- イ clean
- ウ natural
- エ opinion
- オ impressed
- カ like

◆ 解答用紙 ◆

問1					
問2					
問3	ア		イ	年	月
問4					
問5					
問6	1		2		3

◆ 解答 ◆

問1	イ		オ			
問2	ごみを集めること		くつを作ること			
問3	ア	募金箱	イ	2002年2月		
問4	この活動は外国の生活を知るよい機会になるということ					
問5	力をあわせれば大きなことができるということ					
問6	1	オ	2	イ	3	カ

◆ 解説 ◆

- 問1 イ 第1段落第4文参照。
オ 第5段落第3・4文参照。
- 問2 直後の文参照。for example 「たとえば」 trash 「ごみ」 ～ and so on 「～など」
- 問3 ア 第3段落第4文参照。boxes to collect money 「お金を集めるための箱＝募金箱」
イ 第3段落第4・最終文参照。In 2001 と Next February に注意。
- 問4 第4段落第3文参照。to know 以下が chance を修飾している。形容詞的用法の不定詞。
- 問5 直前の文参照。get together 「団結する，集まる」
- 問6 1 be impressed with ～ 「～に感動する」
2 environmental pollution 「環境汚染」を話題にしていることに注目。
3 文の構造から動詞が入るとわかる。「よろしければ私たちのグループに参加していませんか」

◆ 問題 ◆ 19 - 4 - 47

次の英文は、中学生の Satomi がある朝体験したことについて述べたものである。問1～問5に答えなさい。
(岡山県 2007年度)

When I was walking to school this morning, I heard a sound and (ア) find a cellular phone on the ground. A young woman was riding her bike. I thought, "It is her cellular phone. She needs it. I'll give it back to her."

The station was five hundred meters away. I thought she would get off the bike at the parking area for bikes near the station. I started to run and I said again and again, " (イ) You dropped your cellular phone !" But she didn't hear me. Many people looked at me when I was running after her. I started to feel tired and wanted to give up.

But at that time, I thought, "If she receives her cellular phone, she will be happy." So I kept running to the station.

She went into the parking area for bikes and I followed her. At first I couldn't find her because there were so many people. But when I started to think that I would give up, I saw the woman there. I went to her and said, " (イ) Is this your cellular phone ?" She said, "Oh, yes. It's mine," and received her cellular phone. Then she walked into the station. Soon the train came and she got on it. She didn't say "Thank you" to me. So (ウ) I felt sad. I went out of the parking area for bikes and walked to school.

At school, my friend, Kyoko, talked to me before the first class. She said, "What happened ? You look sad and tired." I talked with her about the thing I did this morning. She said, "Did you run because you wanted to hear 'Thank you' from the woman ?" I thought about it and said, "No, I didn't. I thought she needed the cellular phone. I just wanted to give it back to her." "I see. That is important, Satomi. I think the woman was happy when she received her cellular phone," Kyoko said.

I didn't hear "Thank you" from the woman, but now I think that is not so important. I did one small thing to help her. (エ) This is more important. When this idea came to me, I felt satisfied with the five hundred meters I ran this morning.

注 sound 物音 cellular phone 携帯電話 ground 地面 thought think の過去形
meter メートル parking area 置き場 drop 落とす give up あきらめる
kept ~ ing keep ~ ing (~し続ける)の過去形 at first 最初は
feel satisfied with ~ ~に満足感を覚える

問1 下線部(ア)の単語を、最も適当な形に変えて書きなさい。

問2 (イ) に入れるのに最も適当なものは、(1)～(4)のうちではどれですか。

- (1) How are you ? (2) Excuse, me. (3) Where are you from ? (4) Don't worry.

問3 下線部(ウ)の理由を具体的に日本語で説明しなさい。

問4 下線部(エ)の内容を具体的に日本語で説明しなさい。

問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) Satomi followed the woman by bike and gave back the cellular phone to her at the parking area for bikes.
(2) It was difficult for Satomi to find the woman in the parking area for bikes but Satomi saw her there.
(3) The young woman received her cellular phone from Satomi and said "Thank you" at the station.
(4) Satomi took a train to go to school because she was tired after running five hundred meters.
(5) Before the first class, Kyoko talked with Satomi about the thing Satomi did for the young woman.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 解答 ◆

問1	found
問2	2
問3	携帯電話を届けた女性から、ありがとうと言ってもらえなかった
問4	携帯電話を落とした女性を助けるために、一つの小さなことをした
問5	2, 5

◆ 解説 ◆

- 問1 過去の文なので過去形にする。find は find-found-found と不規則に変化する。
- 問2 (2) 「すみません」 見知らぬ人に話しかけるとき表現。
- 問3 So「だから、それで」があるので、直前の文に理由が書かれていることがわかる。直前の文の She は Satomi が携帯電話を届けた女性を指している。
- 問4 直前の文の内容を受けている。直前の文の her は Satomi が携帯電話を届けた女性を指している。
- 問5 (1) 「Satomi は自転車でその女性を追いかけ、自転車置き場で彼女に携帯電話を返した」 Satomi は走って追いかけたので、本文の内容に合わない。
- (2) 「Satomi にとって自転車置き場でその女性をさがすことは難しかったが、そこで彼女を見つけた」 第4段落第1～3文参照。It is ... for — to ～「～が～するのは…だ」
- (3) 「その若い女性は駅で Satomi から携帯電話を受け取って、『ありがとう』と言った」 女性が Satomi から携帯電話を受け取ったのは自転車置き場であり、女性は Satomi にお礼を言わなかったため、本文の内容と合わない。
- (4) 「Satomi は500メートル走った後に疲れたので、学校へ行くのに電車に乗った」 Satomi は歩いて学校へ行ったので、本文の内容と合わない。
- (5) 「1時間目の授業の前に、Kyoko は Satomi が若い女性にしてあげたことについて、Satomi と話した」 第5段落第1～4文参照。

◆ 問題 ◆ 19 - 4 - 48

次の英文を読んで、あとの問1～問7に答えなさい。

(広島県 2007年度)

注	England	イングランド(英国の一部)	cherry blossom	桜の花	peaceful	安らかな
	rock	岩	arrange	配置する	sand	砂
	historic	歴史的な	Kent	ケント(イングランドの州)	English	イングランドの
	landscape	景色	hill	丘	daffodil	水仙
	various	さまざまな	feeling	感情		

問1 次の(1)・(2)に対する答えを、日本語で書きなさい。

- (1) ある日の夕食時、竜矢は何を持って来たと言いましたか。
- (2) 竜矢たちは、およそ何時に歴史的な建物に到着しましたか。

問2 本文中の①theyは何を指していますか。本文中から抜き出して書きなさい。

問3 本文中の にあてはまる最も適切な語を、次のア～エの中から選び、その記号を書きなさい。

- ア garden イ rock ウ sand エ building

問4 本文中の下線部②が意味の通る英文になるように、()内の語を並べかえて、英文を完成しなさい。

問5 次の(1)・(2)に対する答えを、英文で書きなさい。

- (1) Did Tatsuya go to England to stay with the Davis family in summer?
- (2) What color were the flowers Tatsuya saw on the hill?

問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 Mrs. Davis felt peaceful to see the first picture.
- イ Mike asked Tatsuya to take him to an English garden.
- ウ Only daffodils were seen in the historic building's gardens.
- エ Mr. Davis told Tatsuya another name of Kent.

問7 本文中の にどんな英語を補えばよいと考えますか。あなたが考えた英語を書きなさい。

A high school student Tatsuya went to a town in England to stay with the Davis family last spring.

In the family, there were Mr. Davis, Mrs. Davis and their child, Mike. He was eleven years old.

One day at dinner time Tatsuya said, "I've brought many pictures I took in Japan. I'll show them to you later." Mike said, "Really? That will be interesting." After dinner Tatsuya showed the pictures to the family. Mike looked at the first picture and said, "Tatsuya, these flowers look very beautiful. What are ①they?" Tatsuya answered, "They are cherry blossoms. We enjoy watching them at this season of the year." Mrs. Davis looked at another picture and said, "I feel peaceful to see this picture. What's this?" Tatsuya said to her, "It's my favorite Japanese garden. Large and small rocks are arranged well on white sand here. Many people visit this and feel peaceful." Mike said, "Oh, is it a garden? I've never seen such a garden in England." Then Mr. Davis said, "Let's go to see a historic building in Kent next weekend. It has beautiful gardens." Tatsuya said, "That sounds great! I want to take pictures of English gardens." Mr. Davis said, "We can get to the place by train and bus. From a train we can enjoy a nice landscape of England." The Davis family enjoyed Tatsuya's pictures very much that night.

The next Saturday morning, the Davis family and Tatsuya went to the station and took a train. In the train Tatsuya saw an old woman with her dog. He was a little surprised and said to Mike, "②Is (right dog bring it to all a) into a train?" Mike answered, "Of course. And at some stations there are special places for dogs. They can drink water there." Tatsuya said, "I didn't know that." Then Mrs. Davis looked out of the window and said, "Tatsuya, can you see those yellow flowers on the hill?" Tatsuya said, "Wow, they are so beautiful! What are they?" Mrs. Davis answered, "They are daffodils, one of the popular spring flowers in England."

At about one o'clock in the afternoon, they got to the building. When they were walking in its gardens, they saw a lot of yellow daffodils and other flowers. Mr. Davis said, "There are many beautiful gardens in Kent, so it is called The Garden of England." Tatsuya said, "Various flowers are arranged well in these gardens, and I feel peaceful to walk here. English gardens and Japanese gardens look different, but both give me a peaceful feeling."

After his stay in England, Tatsuya still remembers the exciting days with the Davis family. He is now interested in various gardens in the world and wants to visit some of them. He is going to to the Davis family. He thinks it will make them happy.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(1)	自分が日本で撮った多くの写真	
	(2)	午後1時	
問2	these flowers		
問3	ア		
問4	it all right to bring a dog		
問5	(1)	No, he didn't.	
	(2)	They were yellow.	
問6	エ		
問7	take many pictures there and send the pictures		

◆ 解説 ◆

問1 (1) 第2段落第1文参照。

(2) 第4段落第1文参照。

問3 直前に this 「この」があるので、今話題にしているものであることがわかる。visit 「訪れる」と言っていることと合わせて考える。

問4 Is it ~ to ... ? 「…することは～ですか」 all right 「かまわない」

問5 (1) 質問は「竜矢は夏に、デビス家に滞在するため、イングランドへ行きましたか」。第1段落第1文参照。竜矢が行ったのは、夏ではなく春。

(2) 質問は「竜矢が丘の上に見た花は何色でしたか」。第3段落第8文参照。

問6 ア「デビス夫人は最初の写真を見て安らかに感じた」 最初の写真ではなく、2枚目の写真なので合わない。第2段落第10文参照。

イ「マイクは竜矢に、イングランドの庭園へ連れて行ってくれるように頼んだ」 そのような記述はない。
ウ「その歴史的な建物の庭には、水仙だけが見られた」 他の花も見られたので合わない。第4段落第2文参照。

エ「デビス氏は竜矢にケントのもう1つの名前を教えた」 第4段落第3文参照。

問7 話の流れから、世界の庭に関することで、デビス一家を喜ばせられるようなことをしようとしていることがわかる。

◆ 問題 ◆ 19 - 4 - 49

次の英文を読んで、あとの問1～問4に答えなさい。

(山口県 2007 年度)

Yuka went to Okinawa with her family last year. The beach in front of their hotel was very beautiful. She enjoyed staying there, but there was one thing she couldn't enjoy. It was swimming. She couldn't swim well. Yuka's father thought about things Yuka could enjoy.

On the second day, her father said to her family, "Let's walk under the sea today." When Yuka's brother heard that, he said, " _____ (A) _____ ? " "That's easy. You just put on a special helmet on your head. You can breathe in air. An instructor will be with us," said her father. Her brother said, "That will be nice. I want to try it." Her mother also agreed. Yuka didn't like (B) the idea, but she went to the beach with them.

They listened to the instructor. Yuka understood that it was not dangerous to walk under the sea. Her father went into the sea after the instructor, and then her brother went after them. When her mother was going into the sea, Yuka suddenly began to cry. "Are you all right ?" her mother asked. "I can't do it," Yuka answered. Yuka and her mother didn't walk under the sea that day and went back to their hotel.

Yuka's father took some pictures of fish under the sea and showed them to Yuka. She thought they were very beautiful. "I gave them food. It was fun. You should try it !" her brother said.

That night, Yuka had a dream. In her dream she enjoyed walking under the sea with a lot of fish around her. They were very beautiful. When she tried to touch them, she woke up. "I want to see those beautiful fish with my eyes," Yuka thought.

Next morning Yuka got up early and said to her family, "Can I see the beautiful world under the sea ?" Her mother smiled and said, "All right, Yuka. _____ (C) _____ ." She went to the beach again with her family.

Yuka took a deep breath and went into the sea after her mother. Under the water she saw many kinds of fish around her. She was really happy.

After the walk under the water, Yuka said to her father, "It was wonderful. Thank you very much." "Do you want to come back again and swim with the fish?" her father asked. "Of course !" Yuka answered and smiled.

注 beach 浜辺 couldn't could not の短縮形 put on 着用する
 special helmet 特別なヘルメット breathe in air 空気を吸い込む
 instructor インストラクター／指導者 dangerous 危険な suddenly 突然
 touch 触れる woke up 目覚めた take a deep breath 深呼吸する

問1 下線部 (A) , (C) 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 Do you know where we are | 2 Do we go there by car |
| 3 How can we do it | 4 Who will listen to us |
| (C) 1 Let's try it again | 2 We are going to stay in our room |
| 3 I'll ask you one thing | 4 You can watch TV |

問2 下線部 (B) の内容として適切なものを、次の1～4から1つ選び、記号で答えなさい。

- 1 To enjoy walking on the beach in front of her hotel.
- 2 To walk under the sea with a special helmet.
- 3 To listen to the instructor and swim with him.
- 4 To get up early in the morning and go to the beach.

問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 Yuka's father knew that she was tired when they got to their hotel.
- 2 Yuka's brother thinks that it's dangerous to go into the sea.
- 3 Yuka's mother asked Yuka to take some pictures under the water.
- 4 Yuka wants to visit Okinawa again to swim with the beautiful fish.

問4 次の文は、本文を要約したものである。本文の内容に合うように、次の下線部 (a) ～ (d) に入る適切な英語を、1語ずつ答えなさい。

Last year Yuka went to Okinawa with her _____ (a) _____ and her brother. They stayed at a hotel. There was a beautiful beach in front of it.

Yuka had a problem. She couldn't swim well. She felt _____ (b) _____. Yuka's father wanted to make her happy. So he wanted her to walk under the sea with him, but she couldn't do it. She cried.

That night, Yuka walked under the sea and saw many fish around her. But it was just a _____ (c) _____ .

When Yuka got up the next morning, she wanted to _____ (d) _____ the world under the sea. Yuka and her mother went into the water. She enjoyed her walk very much.



◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(A)	3	(C)	1
問2	(B)	2		
問3	4			
問4	(a)	parents	(b)	sad
	(c)	dream	(d)	see

◆ 解説 ◆

問1 (A) 直後に父が「簡単だよ」と答えている点に注目。

(C) 直後に「彼女は家族ともう一度浜辺に行った」とあり、「もう一度やってみようよ」が適切。

問2 第2段落第1・4文参照。

問3 4 最終段落第3・4文参照。

問4 (a) parents「(複数形で) 両親」

(b) 第1段落第3・4文参照。sad「悲しい」

(c) 第5段落第1・2文参照。have a dream「夢を見る」

(d) 第6段落第1文参照。

◆ 問題 ◆ 19 - 4 - 50

次の英文は、ALT (外国語指導助手) のジェームズ (James) さんのある日のできごとについて書いたものである。これを読んで、問1～問6に答えなさい。(1～5) は段落番号を示す。

(徳島県 2007 年度)

1	James is an ALT at a high school and he lives in a town in Tokushima. He likes to go by bike to places he hasn't visited. He goes cycling on weekends if it is sunny. One Saturday morning in November, he went to a mountain called Momiji-yama on his bike. It is not so far from his house and there is a road which goes over the mountain.
2	On his way, he stopped at a store and bought some water and some sandwiches. He went up the mountain road and got to the top of Momiji-yama before eleven. There were a lot of maple trees around there. He sat under a tree and said, "All the leaves have turned yellow and red!" He was very impressed by the view there and he remembered his home town in Canada. There were some people around him. A little girl and her parents were having lunch near him. Then the girl's father asked James to take pictures of them with their camera and he did it. After that, the little girl came to James and gave him a leaf and said "Momiji." It was a red maple leaf which was as small as her hand. "Thank you," said James, and <u>① he understood why this mountain is called Momiji-yama.</u>
3	When he finished having sandwiches, he thought, "I'll try to go down the other side of the mountain. I have enough time." He began to go down the road. While he went down, something happened on his bike. He got off his bike. "Wow, I have a flat tire!" He had to walk and push his bike. There were no houses around there. While he was pushing his bike, a car stopped. "Excuse me," James said, but he became a little sad because a young man in the car said nothing and soon went away. Then he met a girl riding a bike. James said to her, "Excuse me. I'm James. I have a flat tire. Is there a bike shop near here?" She saw him and said, "No, but there is one in the next town. I'll ask my father to take you there. My name is Maki. "On their way to her house, he saw some people who were working in the forest in the mountain. Maki said, "They are taking care of trees. My father is a carpenter. He builds houses with the wood which is produced in this town."
4	James met Maki's parents at her house. Her father said, "This town is famous for its wood. Many people use the wood here to make their houses. But the young people who cut down and plant trees in the forests here are not so many now. <u>② That's the problem.</u> " "I hope young people will come back to this beautiful town and work in the forests," said her mother. "They will make the town more lively, too. Right?" said Maki.

5	Maki's father took James and his bike on his car to a bike shop in the next town. "Go back to your town along this road. It's not the mountain road," Maki's father said. "Thank you very much. I'll do so," said James. He will never forget Maki and her family.
注	maple カエデ leaves : leaf (葉) の複数形 have a flat tireパンクする take care of 手入れをする wood 木材 produce 生産する lant 植える lively 活気に満ちた along ～に沿って forget 忘れる

問1 ジェームズさんは自転車でどんな場所に行くのが好きか、日本語で書きなさい。

問2 次の(a)～(c)の問いに対する答えを、それぞれ()に示された語数の英語で書きなさい。ただし、符号は語数に含めない。

(a) Does James go cycling every weekend? (3語)

(b) Where is James from? (4語)

(c) What did James do for the little girl and her parents at the top of Momiji-yama? (8語)

問3 下線部①で、「彼はこの山がなぜもみじ山と呼ばれるのか理解した。」とあるが、ジェームズさんほどのようなことから理解したか、段落 2 から読み取り、最も適するものをア～エから1つ選びなさい。

ア 小さな女の子が木の葉を渡しながら、この山の名前を教えてくれたことから。

イ 小さな女の子からもらった木の葉が、紅葉していて大変美しかったから。

ウ 小さな女の子が木の葉を渡しながらいったことばと山頂の木々の様子から。

エ 小さな女の子からもらった彼女の手と同じくらい小さな木の葉の様子から。

問4 段落 3 で、ジェームズさんが自転車を押していたとき車が止まってくれた。しかし、彼が少し悲しくなったのはどうしてか、日本語で書きなさい。

問5 下線部②に対して、真希 (Maki) さんのお母さんはどのように言っているか、日本語で書きなさい。

問6 本文の内容と合うものを、ア～キから2つ選びなさい。

ア James went to Momiji-yama by bike on Saturday in November.

イ James got to the top of Momiji-yama in the afternoon.

ウ A little girl gave James some sandwiches at the top of Momiji-yama.

エ When James met Maki, she was walking on the road with her father.

オ Maki's father works in the forests in the mountain to cut down and plant trees.

カ Maki's father took James and his bike to a bike shop in his town by car.

キ James decided to go home along the road which was not the mountain road.

◆ 解答用紙 ◆

問1		
問2	(a)	
	(b)	
	(c)	
問3		
問4		
問5		
問6		

◆ 解答 ◆

問1	彼が訪れたことのない場所	
問2	(a)	No, he doesn't.
	(b)	He is from Canada.
	(c)	He took pictures of them with their camera.
問3	ウ	
問4	車に乗っていた若者が、何も言わずにすぐに立ち去ったから。	
問5	若い人たちがこの美しい町に帰ってきて、森で働いてくれることを望んでいる。	
問6	ア	キ

◆ 解説 ◆

問1 第1段落第2文参照。

問2 (a) 第1段落第3文参照。「晴れていれば週末サイクリングに行く」とある。

(b) 第2段落第5文参照。「カナダの彼の故郷を思い出した」とある。

(c) 第2段落第8文参照。「少女の父が自分達の写真を撮ってほしいと言ったので、ジェームズはそうした」とある。

問3 ウ 第2段落第3・9文参照。

問4 第3段落第10文参照。

問5 直後の文参照。

問6 ア 「ジェームズは11月の土曜日に自転車でモミジ山に行った」 第1段落第4文参照。

キ 「ジェームズは山道ではない道路に沿って帰ろうと決めた」 第5段落参照。

◆ 問題 ◆ 19 - 4 - 51

次の英文を読んで、あとの問1～問8の問いに答えなさい。(＊印をつけた語句は、あとの注を参考にしなさい。)
(香川県 2007年度)

Ken is a junior high school student. Every summer he goes to Osaka with his family to meet his *grandfather. Last summer his parents were very ① , so he went to his grandfather's with his younger brother, Masao. They stayed there for a week.

During their stay, they were very surprised because their grandfather was called Sato sensei by the children living near his house. So Ken said to him, "Children call you Sato sensei. Are you a teacher?" He answered, "No. I became a *doctor five months ago. But I'm not a doctor for people. I'm a doctor for *toys." Masao said to his grandfather, ② "?" He answered, "Because I wanted to do something to help others when I stopped working as an *engineer. One day when I surfed the Internet, I knew it was very easy to become a toy doctor. I was a good engineer and I liked children. So I decided soon."

Then Ken asked, "Grandfather, are you happy now?" He answered, "Yes. When I finish *fixing toys, children look so happy. ③ That makes me happy. I am also happy to have a chance to enjoy talking with children."

Their grandfather also said, "When I was a child, it was difficult for me to buy toys. They were ④ . When toys were *broken, I fixed them and played with them for a long time. Now you can get the toys you want. Some of you *throw away the toys when they are broken. But if you fix them, you can play with them again. ⑤ I want children to know it."

When Ken and Masao returned home, their parents were cleaning the rooms. Their mother found some broken toys and began to put them into the *trash can. Then Masao said, "Please don't do that, Mom. Sato sensei can fix them." His mother asked, "Who is Sato sensei?" Ken answered, "Sato sensei is a wonderful doctor for toys. ⑥ ." Ken looked at Masao and they smiled together.

注 grandfather 祖父 doctor 医者 toy(s) おもちゃ engineer エンジニア
fix 修理する broken 壊れた throw away～ ～を捨てる trash can ごみ箱

問1 ①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 famous イ strong ウ busy エ kind

問2 ②の 内には、正夫の質問が入る。前後にある祖父の言葉を参考にして、その質問を5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。

問3 下線部③の **That** が指している内容を述べた文として、最も適当な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。

問4 ④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 boring イ cheap ウ delicious エ expensive

問5 下線部⑤に、I want children to know it. とあるが、祖父が子どもたちに知ってほしかったことは何か。日本語で書け。

問6 ⑥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 don't know him
イ You know him
ウ We don't meet him, either
エ We meet him every day

問7 次の(a), (b)の質問に対する答えを、本文の内容に合うように、それぞれ3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。

- (a) Where does Ken's grandfather live?
- (b) Was it easy for Ken's grandfather to buy toys when he was a child?

問8 次の㉠～㉧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。

- ㉠ Last summer Ken stayed at his grandfather's for ten days.
- ㉡ Children called Ken's grandfather Sato sensei because he helped many sick people.
- ㉢ Ken's grandfather lived a happy life as a toy doctor when Ken visited him last summer.
- ㉣ Ken's grandfather was interested in toys, but he didn't like to talk with children.
- ㉤ When Ken came back from his grandfather's, his parents were fixing broken toys.
- ㉥ Masao told his mother to stop putting the broken toys into the trash can.

◆ 解答用紙 ◆

問1	
問2	_____ ?
問3	
問4	
問5	
問6	
問7	(a) _____
	(b) _____
問8	と

◆ 解答 ◆

問1	ウ
問2	(解答例) <u>Why did you become a doctor for toys?</u>
問3	(解答例) 私がおもちゃを修理し終わると、子どもたちはとても幸せそうに見える。
問4	エ
問5	(解答例)壊れたおもちゃを修理すれば、再びそれらで遊ぶことができること
問6	イ
問7	(a) (解答例) <u>He lives in Osaka.</u>
	(b) (解答例) <u>No, it wasn't.</u>
問8	㉞ と ㉟

◆ 解説 ◆

- 問1 なぜ弟と一緒に祖父の家に1週間滞在しなければならなかったのかを考える。grandfather's (house)「祖父の家」家、店、病院など、所有格の後の名詞を省略する場合がある。
- 問2 直後に Because ～で答えているので、Why でたずねるとよい。
- 問3 この That は直前の文を指す。
- 問4 直前の文参照。なぜおもちゃを買うのが困難だったかを考える。expensive 「高価な」
- 問5 直前の文参照。
- 問6 Sato sensei は Ken の祖父のことである。第2段落第1文参照。
- 問7 (a) 第1段落第2文参照。
(b) 第4段落第1文参照。
- 問8 ㉞ 第3段落第2・3文参照。
㉟ 第5段落第2・3文参照。

◆ 問題 ◆ 19 - 4 - 52

次の英文を読んで、問1～問7の問いに答えなさい。

(愛媛県 2007年度)

When Satoshi was a third-year student at junior high school, his family was given a dog. Satoshi's sister, Rika, was very glad because she loved animals and wanted a pet. They called the dog Lucky. Rika took care of Lucky every day. She usually took Lucky for a walk after she came home from school.

One day, Satoshi talked with his friend, Kaori, at school. She talked about her new friend, Tom. Kaori said, "(A) Tom comes America and is going to stay at my house for two months. Why don't you come to my house and talk with Tom tomorrow?" Satoshi decided to because he wanted to know a lot of things about Tom and America.

The next day, Satoshi, Kaori, and Tom enjoyed talking with each other at Kaori's house. Tom talked about his family and his school life in America. (C) Kaori and Satoshi were when they heard Tom's family had a large farm and a lot cows, horses, and dogs.

Tom said to Kaori, "You have a cat, don't you?" Kaori answered, "Yes. Its name is Momo. I love her very much. She is one of my family members." Tom asked, "Satoshi, do you have a pet?" Satoshi answered, "Yes. My family has a dog called Lucky. My sister takes care of Lucky. But I don't like animals, so I'm not so interested in Lucky. I have never taken Lucky for a walk." Tom said, "Really? I think Lucky is feeling now." "I think so, too. But if you take care of Lucky, Lucky will be , " said Kaori.

Tom said, "I have my own horse called Mary. I take care of her. When I come home from school, she runs toward me. She knows I love her and I know she loves me. I feel very happy and relaxed when I am with her." Satoshi said, "Lucky has been with us for about a month, but I have never tried to understand how Lucky feels. I think (F) I should."

Tom said, "Before I came to Japan, Mary gave birth to a baby." Satoshi said, "Did you see the birth of Mary's baby?" "Yes, I was very impressed. Her baby is very cute," said Tom. Kaori and Satoshi wanted to see the baby horse. So they asked him to send them some pictures of it. Tom said that he would (G) do so when he went back to America.

When Satoshi came home from Kaori's house, Lucky ran toward him as usual. He remembered Tom's story. Satoshi looked at Lucky and said, "Hi, Lucky." Lucky looked very happy. He thought he would try to take care of Lucky. He for the first time.

注 animal(s) 動物 pet ペット take care of ～ ～の世話をする cow(s) 牛 horse(s) 馬
 member(s) メンバー relaxed リラックスした give birth to ～ ～を産む
 impressed 感動した as usual いつものように

問1 (A), (C) の英語の内容が次のそれぞれの日本語の内容に合うように、①, ②に当てはまる最も適当な英語を1語ずつ書け。

- (A) 「トム(Tom)はアメリカ出身です」
- (C) 「かおり(Kaori)とさとし(Satoshi)は驚きました」

問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 invite Kaori to his house
- イ invite Tom to Kaori's house
- ウ go to Tom's house in America
- エ go to Kaori's house

問3 (D) と (E) 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 (D) happy - (E) happy
- イ (D) happy - (E) sad
- ウ (D) sad - (E) happy
- エ (D) sad - (E) sad

問4 (F) の I should の後に英語6語が省略されている。その英語を書け。

問5 (G) の指す内容を、日本語で具体的に説明せよ。

問6 (H)に当てはまる最も適当な英語を、本文中から連続した5語でそのまま抜き出して書け。

問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 Satoshi's family bought a dog when Satoshi was a third-year student at junior high school.
- イ Rika loved animals, so she was very happy to have Lucky as a pet.
- ウ Tom was going to stay at Satoshi's house for two months.
- エ Satoshi, Rika, Kaori, and Tom talked with each other at Kaori's house.
- オ Mary gave birth to a cute baby when Tom was in Japan.
- カ Tom wasn't impressed when he saw the birth of Mary's baby.
- キ After Satoshi talked with Tom, he thought that he would try to take care of Lucky.

◆ 解答用紙 ◆

問1	①		②	
問2				
問3				
問4	I should () () () () () ()			
問5				
問6	() () () () ()			
問7				

◆ 解答 ◆

問1	①	from	②	surprised
問2	エ			
問3	ウ			
問4	(I should) try to understand how Lucky feels			
問5	〈例〉馬の赤ちゃんの写真を、かおりとさとしに送ること。			
問6	took Lucky for a walk			
問7	イ		キ	

◆ 解説 ◆

- 問1 (A) come from ～「～出身である」 (C) be surprised 「驚く」
- 問2 直前の文でかおりに Why don't you come to my house ...? 「私の家に来てはどうですか」と誘われていることから、何を決めたのか考える。
- 問3 (E)を含む文が But if ～と始まっていることから、(D)と(E)は反対の意味になるとわかる。
- 問4 同じ内容の繰り返しを避けるために省略されていることから考える。 should の後ろは動詞の原形になることに注意する。
- 問5 直前の文の send them some pictures of it を受けている。 them と it を具体的に述べること。
- 問6 for the first time 「はじめて」 さとしがはじめてしたことを、時制に気をつけて抜き出す。
- 問7 ア「さとしの家族は、さとしが中学3年生のときに犬を買った」 買ったのではなく、もらったので誤り。
 イ「りかは動物が大好きなので、ラッキーをペットとして飼ってうれしかった」 第1段落第2文参照。
 ウ「トムはさとしの家に2ヶ月間滞在するつもりだった」 さとしの家ではなく、かおりの家。
 エ「さとし、りか、かおりとトムはかおりの家でお互いに話をした」 りかは含まれていなかった。
 オ「メアリーはトムが日本にいるときにかわいい赤ちゃんを産んだ」 日本に来る前だった。
 カ「トムはメアリーの赤ちゃんの誕生を見たとき、感動しなかった」 とても感動したと言っている。
 キ「さとしはトムと話したあと、ラッキーの世話をしようと思った」 最終段落第5文参照。

◆ 問題 ◆ 19 - 4 - 53

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 2007 年度)

Now there are many students who don't eat breakfast. They often go to bed late at night. They say, "We don't have breakfast because we want to sleep a lot." But everyone, let's have breakfast! If you eat breakfast every morning, you will feel fine and do well at school.

- ア 効率的な睡眠 イ 食の安全性 ウ 朝食の重要性 エ 多様な学習法

◆ 解答用紙 ◆

◆ 解答 ◆

ウ

◆ 解説 ◆

(全訳)

「現在、朝食を食べない学生がたくさんいます。彼らはしばしば夜遅く寝ます。彼らは『たくさん眠りたいから朝食を食べない』と言います。しかしみなさん、朝食を食べましょう。朝食を毎朝食べれば、体の調子がよと感じ、学校でうまくいくでしょう」

◆ 問題 ◆ 19 - 4 - 54

次の英文の内容に合う文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 2007 年度)

Kent bought a new book. He got home at about 5:00. He started reading it. Two hours later, his mother said, "Come here and eat dinner." He said, "I will eat dinner later." At 10:00 he never stopped reading. His mother said, "Stop it, Kent." "No, Mother," he said, "I want to finish reading this book." At 12:00 he finished reading it. He said, "Wonderful!", and looked very happy.

- ア Kent read a book, and found it very interesting.
 イ Kent wanted to read a book but he didn't have time.
 ウ Kent went to bed early but could not sleep well.
 エ Kent's mother was sad because he didn't read books.

◆ 解答用紙 ◆

◆ 解答 ◆

ア

◆ 解説 ◆

(全訳)

「Kent は新しい本を買いました。彼は 5 時頃に帰宅しました。彼はそれを読み始めました。2 時間後に彼のお母さんが『こちらへ来て夕食を食べなさい』と言いました。彼は『あとで夕食を食べる』と言いました。10 時になっても彼は決して読むのをやめませんでした。彼のお母さんは『やめなさい, Kent』と言いました。『いやだ, お母さん。この本を読み終えたい』と彼は言いました。12 時に彼はそれを読み終わりました。彼は『すばらしい』と言って、とても幸せそうでした」

◆ 問題 ◆ 19 - 4 - 55

次の英文中の□に、後の①～③の三つの文を入れると、意味の通る文章が完成する。このときの①～③の順序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 2007 年度)

<p>Today was Mother's Day. Yumi had a plan to make a cake for her mother. □ Two hours later, they finished making it. Their mother ate it and said, "This cake is very good. Thank you very much." Yumi was very happy to hear that.</p>
<p>① When they came back, they started making an apple cake. ② She talked with her sister about the plan. ③ After talking about the plan, they went shopping to buy some apples.</p>

ア ①→②→③ イ ②→③→① ウ ③→①→② エ ③→②→①

◆ 解答用紙 ◆

◆ 解答 ◆

イ

◆ 解説 ◆

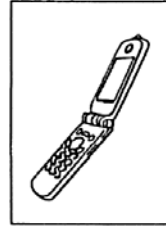
②は「彼女は妹[姉]とその計画について話しました」という意味。③では「その計画について話したあとで…」と述べているので、②→③の順になると判断できる。次に、③の後半に「…彼女たちはりんごを買うために買い物に行きました」とあり、①では「(彼女たちは) 帰って来ると、…」と述べているので、①は③に続くと判断できる。また、①には「…彼女たちはりんごのケーキを作り始めました」とあるので、①が最後に来ると、直後の文の「2時間後に彼女たちはそれを作り終わりました」との流れが自然になる。

◆ 問題 ◆ 19 - 4 - 56

次の英文は、Yuka が書いたスピーチの原稿である。これを読んで、下の問1～問3の問いに答えなさい。

(高知県 2007 年度)

Look at this. Do you know what this is? This is a cellphone. If you use this, you can talk with your friends anytime. You can send e-mails, listen to music and even watch TV. Cellphones are very useful, so many people are using them.



Many young people think they can't live without cellphones. Last Sunday when I was eating dinner with my mother at a restaurant, a young man and a young woman sat at the table near us. Soon they started sending e-mails on their cellphones without talking with each other. Even when they were having their dinner,

They didn't stop sending e-mails. My mother said to me, "I often see young people like them. They don't enjoy talking with each other. I don't think cellphones are good for young people."

There are other problems with cellphones. Many students who have a cellphone don't spend much time with their family. When the children finish eating dinner, they soon go back to their rooms and start sending e-mails to their friends.

I don't have a cellphone, but my friends do. They often say to me, "I want you to have a cellphone, Yuka. If you have one, we can exchange e-mails every night." I was interested in exchanging e-mails with them, but soon I found that there was a big problem. One day one of them said to me, "I get about 20 e-mails every night, so I need a lot of time to answer these e-mails. Sometimes I don't have time to do my homework."

I think we lose something by using cellphones too much. Let's spend a week without using cellphones. If you do it, your life will be changed. You can enjoy talking more with your friends. You can have a good time with your family. You can read more books. A week later, I'm sure you will say, "[]"

注 cellphone(s) 携帯電話 anytime いつでも even ~ ~でさえ each other お互い
exchange 交換する lose 失う I'm sure 私は～を確信している

問1 本文の内容から考えて、文中の下線部のように Yuka の母親が思ったのはなぜか。その理由として適切なものを、次のア～エから一つ選び、その記号を書け。

- ア 若者が周りを気にせず、携帯電話で話しているのです。
- イ 若者が会話もせず、携帯電話でメールを送っているのです。
- ウ 若者の話題が、携帯電話のことだけなのです。
- エ 若者が携帯電話にたくさんのお金をかけるのです。

問2 本文の内容から考えて、文中の [] に当てはまる適切な文を、次のア～エから一つ選び、その記号を書け。

- ア I want to buy another cellphone!
- イ I want to send e-mails by my cellphone!
- ウ I can live without a cellphone!
- エ I can't live without a cellphone!

問3 次の英文は、本文の内容を要約したものである。本文の内容に合うように、文中の (1) ・ (2) に当てはまる適切な英語 1 語を、それぞれ本文中から抜き出して書け。

Yuka is talking about cellphones. She thinks cellphones are very (1) because we can do many things with them. But she also thinks we lose something important by using them too much. If you stop using cellphones, you can change your (2). You can enjoy talking with your friends and your family. You can also have a lot of free time to read more books.

◆ 解答用紙 ◆

問1			
問2			
問3	(1)		(2)

◆ 解答 ◆

問1	イ		
問2	ウ		
問3	(1)	useful	(2) life

◆ 解説 ◆

問1 直前の2文が理由になっている。young people like them の them は、レストランで見かけた、会話もせず
に、携帯電話でメールを送っていた若い男女のことである。

問2 「きっとあなたは『携帯電話なしで生活できる』と言うでしょう」という文になる。

問3 (1) 「携帯電話でたくさんのできるの、彼女は携帯電話はとても役に立つと思っている」

(2) 「携帯電話を使うのを止めれば、生活を変えることができるでしょう」

◆ 問題 ◆ 19 - 4 - 57

次の英文を読んであとの問いに答えなさい。なお、あとの注を参考にしなさい。

(長崎県 2007年度)

I started to play baseball when I was eight. I was one of the best players in my team. Father often took me to watch professional baseball games.

When I was fifteen, I said to my parents, "I want to be a professional baseball player. So I want to go to Rocky High School." The school was famous because its baseball team was very strong. Father said, "No! You can't go to Rocky High School, John." "Why?" I asked. But Father did not answer my question. He only said, "a>You just can't! Your brother and sister went to Benjamin High School. You should go there, too." I said again, "Why?" Father said nothing. "Are you worrying about money? If I become a professional, I'll make a lot of money," I said. Then Father said, "You know nothing." I could not understand him. I looked at Mother, but she said nothing. b>I was sad. I went to my room without saying a word.

Some days later we were eating dinner when a coach at Rocky High School called Father. Father said to the coach, "Thank you for saying, c>so, but I don't think it is easy." I stopped eating and listened to him. Mother also did so. Father said, "I know he's a good baseball player now, but there are a lot of people who can play baseball as well as John. I think they want to be professionals, too. They also practice hard for their dreams. But I know that many people among them will stop doing so because it's hard to be a professional. If he is one of d>them, he'll be sad."

I finished dinner and went to my room. When I talked about going to Rocky High School, Father said, "No." It wasn't a money problem. I understood him. I thought and thought, but I could never change my mind. Then Mother came into my room and said, "Some days ago, Father said he didn't want you to go to Rocky High School. Do you know why he said so?" I said, "Yes, but I still want to go..." She said, "Well, I really understand you. You should go to Rocky High School. Talk to your father again."

Father also came into my room. I didn't know what I should say. He said, "When I was a junior high school student, I was like you. I thought that I was a good baseball player. But later I knew a lot of people were better than I. I didn't think that I could be a professional. So I gave up my dream. I felt very sad. If you don't think you can be a professional, you'll also have to say goodbye to your dream. If you really want to be a professional, think about the things you should do to be a better player and do them every day. Can you do e>that?" I looked at him and answered, "Yes, Father. I can do that!" Father said, "I'm happy to hear that. Now I know your dream isn't just a dream. Go to Rocky High School, John."

注

professional プロの、プロ選手 Rocky High School ロッキー高校 strong 強い
Benjamin High School ベンジャミン高校 coach 監督、コーチ
mind 考え、心、意向 give up (～を)あきらめる

問1 下線部(a)のあとに省略されている語句として、最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア play baseball
- イ answer my question
- ウ watch professional baseball games
- エ go to Rocky High School

問2 下線部(b)について、ジョン (John) はなぜこのような気持ちになったのか、最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア 父と母の言うとおりでと思い、何も言えなかったから。
- イ 父と母が腹を立て、部屋から出ていくように言ったから。
- ウ 父が自分の考えに反対し、母も何も言ってくれなかったから。
- エ 父が母に意見を求めても、母が黙っていたから。

問3 下線部(c)の内容として考えられる最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア Many baseball players at Rocky High School play baseball better than John.
- イ John can play baseball very well, so the coach hopes John will be a professional.
- ウ A lot of money is needed to play baseball at Rocky High School.
- エ Rocky High School needs John, but the coach doesn't think John will be a professional.

問4 下線部(d)はどのような人たちのことか、本文の内容に合うように次の(①)～(③)に入る適当な日本語を書け。

(①) ことは (②) ので、夢のために (③) ことをやめてしまう人たち。

問5 下線部(e)は具体的にはどのような内容か、それを表すように次の(①)、(②)に入る適当な日本語を書け。

よりうまくなるために(①)、そして(②)こと。

問6 本文の内容と一致するものを次のア～カの中から二つ選んで、その記号を書け。

- ア Benjamin High School was popular because its baseball team was very strong.
- イ The coach at Rocky High School called John when John's family were eating dinner.
- ウ John's father told the coach that John could not play baseball as well as the players at Rocky High School.
- エ When John's father was a junior high school student, he wanted to be a professional baseball player.
- オ When John's parents talked with John in his room, they understood his mind.
- カ John has given up his dream, but he practices baseball very hard at Rocky High School.

◆ 解答用紙 ◆

問1					
問2					
問3					
問4	①		②		
	③				
問5	①				
	②				
問6					

◆ 解答 ◆

問1		エ			
問2		ウ			
問3		イ			
問4	①	プロ選手になる	②	難しい	
	③	一生懸命練習する			
問5	①	すべきことを考え			
	②	それらを毎日実行する			
問6		エ、オ			

◆ 解説 ◆

- 問1 エ 第2段落第4文を繰り返している。
- 問2 直前の2文参照。
- 問3 イ 第3段落第5・6文参照。
- 問4 直前の2文参照。It is ... to ～「～するのは…だ」
- 問5 直前の文参照。
- 問6 エ 第5段落第3・4文参照。
オ 第4段落第1・6文・終わりから第2文および、第5段落第1文・最後の文参照。

◆ 問題 ◆ 19 - 4 - 58

次の英文を読んであとの問いに答えなさい。なお、あとの注を参考にしなさい。

(長崎県 2007年度)

I started to play baseball when I was eight. I was one of the best players in my team. Father often took me to watch professional baseball games.

When I was fifteen, I said to my parents, "I want to be a professional baseball player. So I want to go to Rocky High School." The school was famous because its baseball team was very strong. Father said, "No ! You can't go to Rocky High School, John." "Why ?" I asked. But Father did not answer my question. He only said, "You just can't ! Your brother and sister went to Benjamin High School. You should go there, too." I said again, "Why ?" Father said nothing. "Are you worrying about money ? If I become a professional, I'll make a lot of money," I said. Then Father said, "You know nothing." I could not understand him. I looked at Mother, but she said nothing. ①I was sad. I went to my room without saying a word.

Some days later we were eating dinner when a coach at Rocky High School called Father. Father said to the coach, "Thank you for saying ②so, but I don't think it is easy." I stopped eating and listened to him. Mother also did so. Father said, "I know he's a good baseball player now, but there are a lot of people who can play baseball as well as John. I think they want to be professionals, too. They also practice hard for their dreams. But I know that many people among them will stop doing so because it's hard to be a professional. If he is one of ③them, he'll be sad."

I finished dinner and went to my room. When I talked about going to Rocky High School, Father said, "No." It wasn't a money problem. I understood him. I thought and thought, but I could never change my mind. Then Mother came into my room and said, "Some days ago, ④Father said he didn't want you to go to Rocky High School. Do you know why he said so ?" I said, "Yes, but I still want to go..." She said, "Well, I really understand you. You should go to Rocky High School. Talk to your father again."

Father also came into my room. I didn't know what I should say. He said, "When I was a junior high school student, I was like you. I thought that I was a good baseball player. But later I knew a lot of people were better than I. I didn't think that I could be a professional. So I gave up my dream. I felt very sad. If you don't think you can be a professional, you'll also have to say goodbye to your dream. If you really want to be a professional, think about the things you should do to be a better player and do them every day. Can you do that ?" I looked at him and answered, "Yes, Father. I can do ⑤that !" Father said, "I'm happy to hear that. Now I know your dream isn't just a dream. Go to Rocky High School, John."

Now I practice the hardest in my team at Rocky High School. And I always have two things in my mind — "I can do it !" and "I'll never give up."

注

professional プロの、プロ選手 Rocky High School ロッキー高校 strong 強い
Benjamin High School ベンジャミン高校 coach 監督、コーチ
mind 考え、心、意向 give up (～を)あきらめる

問1 下線部(a)について、ジョン (John) はなぜこのような気持ちになったのか、最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア 父と母の言うとおりでと思い、何も言えなかったから。
- イ 父と母が腹を立て、部屋から出ていくように言ったから。
- ウ 父が自分の考えに反対し、母も何も言ってくれなかったから。
- エ 父が母に意見を求めても、母が黙っていたから。

問2 下線部(b)の内容として考えられる最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア Many baseball players at Rocky High School play baseball better than John.
- イ John can play baseball very well, so the coach hopes John will be a professional.
- ウ A lot of money is needed to play baseball at Rocky High School.
- エ Rocky High School needs John, but the coach doesn't think John will be a professional.

問3 下線部(c)はどのような人たちのことか、35字以上45字以内の日本語で書け。なお、句読点も字数に含む。

問4 下線部(d)について、ジョンの父はなぜそう言ったのか、その理由として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア Because John's father worried about John.
- イ Because John's father worried about money.
- ウ Because John's father didn't like the coach.
- エ Because John's father didn't like Rocky High School.

問5 下線部(e)の内容を、25字以上35字以内の日本語で書け。なお、句読点も字数に含む。

問6 本文の内容と一致するものを次のア～カの中から二つ選んで、その記号を書け。

- ア Benjamin High School was popular because its baseball team was very strong.
- イ The coach at Rocky High School called John when John's family were eating dinner.
- ウ John's father told the coach that John could not play baseball as well as the players at Rocky High School.
- エ When John's father was a junior high school student, he wanted to be a professional baseball player.
- オ When John's parents talked with John in his room, they understood his mind.
- カ John has given up his dream, but he practices baseball very hard at Rocky High School.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	
問6	

◆ 解答 ◆

問1	ウ
問2	イ
問3	プロ選手になることは難しいので、夢のために一生懸命練習することをやめてしまう人たち。
問4	ア
問5	よりうまくなるためにすべきことを考え、それらを毎日実行すること。
問6	エ、オ

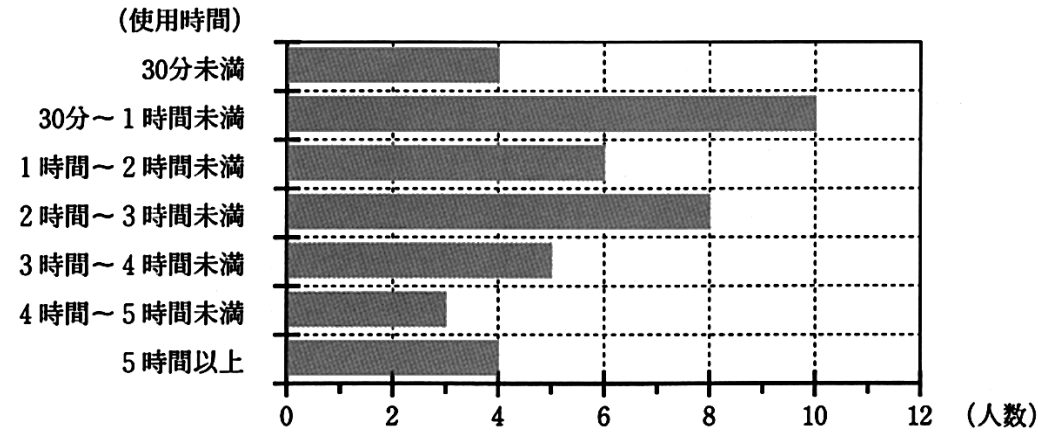
◆ 解説 ◆

- 問1 ウ 直前の2文参照。
 問2 イ 第3段落第5・6文参照。
 問3 直前の2文参照。It is ... to ～「～するのは…だ」
 問4 第3段落最後の文参照。
 問5 第5段落終わりから第7文参照。
 問6 エ 第5段落第3・4文参照。
 オ 第4段落第1・6文・終わりから第2文および、第5段落第1文・最後の文参照。

◆ 問題 ◆ 19 - 4 - 59

次の英文は、中学生のひろし君がクラスの友だちに「インターネットを1週間に何時間使うか」を調査して、英語の授業で発表したものです。グラフ (graph) と英文をもとにして次の問1～問4の問いに答えなさい。

(大分県 2007年度)



Last week, I asked all of the students in our class, “How many hours do you use the Internet in a week?” The graph shows how many hours we use the Internet in a week. It also shows the *number of students in *each category. There are forty students in our class. From this graph we can see that (①) of the students in our class use the Internet for two hours or more in a week.

The Internet is very *useful and has become an important part of our lives. We can find a lot of information about sports or food. We can also buy books or shoes.

But there are some (②) *with the Internet. First, some people use the Internet for many hours. It is not good for their *health. Second, the Internet sometimes has bad or wrong information. We should be careful because we don't want to believe things that are not *true.

The Internet is a wonderful *invention, but it is not a safe thing if we use it in the wrong way. We should use it *wisely.

注 number 数 each category それぞれの項目 useful 役に立つ *with ～ ～に関して
health 健康 true 本当の invention 発明品 wisely かしこく

問1 (①)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 10% イ 20% ウ 50% エ 65%

問2 ひろし君はインターネットが私たちの生活にどのように役立つのかを2つ述べている。その2つを、解答用紙の㉞, ㉟に日本語で書きなさい。

問3 話の流れに合うように、(②)に当てはまる英語1語を書きなさい。

問4 グラフや本文の内容と一致する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 Five students in Hiroshi's class use the Internet for five hours or more in a week.
イ Sometimes the information we find on the Internet is not true.
ウ Some people become sick because the Internet is full of wrong information.
エ The Internet is not a safe thing, so we should not use it for shopping.

◆ 解答用紙 ◆

問1	
問2	㉞
	㉟
問3	
問4	

◆ 解答 ◆

問1	ウ
問2	㉞ (例) スポーツや食べ物について多くの情報を見つけることができる。
	㉟ (例) 本やくつを買うことができる。
問3	(例) problems
問4	イ

◆ 解説 ◆

- 問1 この文の後半の for two hours or more は「2時間以上」という意味。グラフより2時間以上インターネットを使う生徒は20人。クラスの全生徒数は40人だから、その割合は50%である。
- 問2 第2段落第2・3文参照。
- 問3 この段落では、インターネットに関する問題点が述べられている。〈there are＋複数名詞〉「～がある」
- 問4 ア 「ひろしのクラスの5人の生徒は1週間に5時間以上インターネットを使う」 4人なので誤り。グラフ参照。
- イ 「私たちがインターネット上で見つける情報は、本当でない時がある」 第3段落第4文参照。
- ウ 「インターネットには間違った情報があふれているので、病気になる人がある」 本文に記述なし。
- エ 「インターネットは安全なものではないので、買い物に使うべきではない」 本文に記述なし。

◆ 解答 ◆

問1	(例) Tom がけがをしなかったこと。
問2	I can't help you.
問3	(例) Tom が庭にベンチを作ってほしいと父親に頼んだから。
問4	エ
問5	ア
問6	エ

◆ 解説 ◆

- 問1 that は前に出たことがらを指す。ここでは直前の文を指している。
- 問2 お父さんの「手伝ってください」に対する返答。直前に Alice とテニスをするつもりであると言っていることから考える。
- 問3 直後の2文参照。
- 問5 ア「私たちといっしょにいてもらいたい」〈want+人+to 〉「(人)に～してもらいたい」it は the bench を指している。
- 問6 ア「公園のベンチが Tom によって壊されたので、お父さんは悲しそうであった」 Tom が壊したのは家の庭のベンチ。また、お父さんが悲しそうであったのは、子供たちがベンチの修理を手伝おうとしなかったから。
- イ「お父さんはお母さんが子供たちにベンチの話をしたので驚いた」 お父さんが驚いたのは、子供たちが庭でベンチの修理をしているのを見たから。
- ウ「Lucy の両親は、子供たちが自分たちのためにもう1つベンチを作ってくれたので、うれしかった」 壊れたベンチを修理したのであって、別のベンチを作ったわけではない。
- エ「Lucy の両親は、子供たちがお母さんの話を理解したので、暖かく感じた」 最終段落第6～8文と最終文参照。

◆ 問題 ◆ 19 - 4 - 61

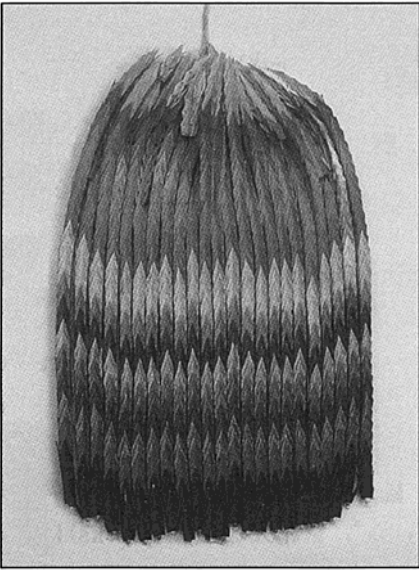
次の英文は、高校生の由紀子書いたものである。よく読んで、問1～問5の問いに答えなさい。
(熊本県 2007年度)

Last summer a girl from the U.S. studied in our class for three weeks. Her name was Alice. On her first day of school, she said to us, "I know Japan has a long tradition. I am interested in old things in Japan. I want to learn about traditional things." I wanted to become her friend, so I tried to talk to her.

A few days later, when my friends and I were having lunch with Alice in our classroom, she said to us, "What is that on the wall?" I said, "It is sembazuru.

It means one thousand paper cranes. We made paper cranes with paper called origami and put them together by using threads." "Why do you make them?" she asked. My friend answered, "We make them when we have a wish. We believe that if we make one thousand paper cranes, our wish will come true. Those cranes were made to win a game. Our baseball team is going to have a game next Saturday." Alice said, "Wonderful. Do you make sembazuru only for sports?" Another friend answered, "No. We make them for ① other wishes, too. We make them when we hope our chorus club will sing the best in a contest. Some people make

them when they hope a sick person will get well soon." Alice said, "Great! The paper cranes bring good luck to us." I said, "That's right. I wanted to tell that to you." Alice said, "When I go back to the U.S., I want to tell my friends about paper cranes. Will you show me how to make them? I want to make one thousand paper cranes with my friends when we have a wish." I was very happy to hear that. Then I said, "Of course, I will ."



sembazuru

注 the U.S. アメリカ合衆国 tradition 伝統 traditional 伝統的な sembazuru 千羽鶴
paper crane 折鶴 origami 折紙 thread 糸 wish 願いごと believe 信じる
come true 実現する win 勝つ good luck 幸運

問1 下線部①の具体的な例を、日本語で二つ書きなさい。

- 問2 下線部②の内容を、日本語で書きなさい。
- 問3 に当てはまる英語を、6語で書きなさい。
- 問4 本文の内容に合っているものを、次のア～エから一つ選び、記号で答えなさい。
- ア Alice knew about sembazuru before coming to Japan.
 - イ Alice asked about sembazuru on the wall on her first day of school.
 - ウ Alice learned about sembazuru during class.
 - エ Alice wanted to talk about sembazuru after going back to the U.S.
- 問5 本文の内容について、次の(1)、(2)の問いに英語で答えなさい。
- (1) How long did Alice study in Yukiko's class?
 - (2) Why did Yukiko try to talk to Alice?

◆ 解答用紙 ◆

問1	例1	
	例2	
問2		
問3		
問4		
問5	(1)	
	(2)	

◆ 解答 ◆

問1	例1	私たちの合唱部が大会で一番上手に歌う。
	例2	病人がはやく元気になる。
問2	折鶴が幸運をもたらすこと。	
問3	show you how to make them	
問4	エ	
問5	(1)	She studied there for three weeks .
	(2)	Because she wanted to become Alice's friend .

◆ 解説 ◆

問1 直後の2文参照。

問2 直前のアリスの発言の The paper cranes ~ to us.を受けている。

問3 アリスの Will you show me how to make them? に対する返答。

問4 ア 「アリスは日本に来る前に、千羽鶴について知っていた」 日本に来てから由紀子たちに教えてもらったので誤り。

イ 「アリスは登校初日に、壁の千羽鶴についてたずねた」 数日後なので誤り。

ウ 「アリスは授業で千羽鶴について学んだ」 昼食の時間に教えてもらったので誤り。

エ 「アリスはアメリカへ帰ってから千羽鶴について話したいと思った」 第2段落最後から第5文参照。

問5 (1) 「アリスはどのくらいの間由紀子のクラスで勉強しましたか」 第1段落第1文参照。

(2) 「どうして由紀子はアリスに話しかけてみようと思ったのですか」 第1段落最終文参照。

◆ 問題 ◆ 19 - 4 - 62

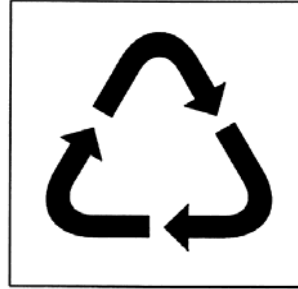
次の英文は、中学生の恵子が、英語の授業でリサイクルについて発表するために書いたものである。よく読んで、問1～問4の問いに答えなさい。

(熊本県 2007年度)

Picture 1



Picture 2



When I went shopping, I found some marks and words on some boxes. Please look at Picture 1. From the words, I knew those boxes were made from recycled PET bottles.

Please look at Picture 2. The mark usually has a number in it. Have you seen the mark like this? This is the mark for materials made from petroleum and it means that they can be recycled. I thought, "Why does the mark have a number in it?" The numbers are from "one" to "seven." Each number means a different material. It is easy to separate materials for recycling. The number "one" is used for PET bottles.

We use a lot of PET bottles because they are light and it is easy to carry them. They are trash if we don't separate them from other trash, but they will become important resources if we separate them. A small thing we do in our life can be a great thing for Japan.

At home and at school, we separate trash by the rules. We separate trash into paper, cans, bottles, PET bottles and others. I know very well that paper is recycled, because notebooks and books we buy have marks of recycled paper. But I did not know how PET bottles were recycled. By looking at those boxes, I realized that our rules for separating trash were very good for saving important resources.

注 mark 記号 recycle 再利用する PET bottle ペットボトル material 材質
 petroleum 石油 thought think の過去形 separate 分ける light 軽い
 trash ごみ resource 資源 rule ルール can 缶 bottle びん realize 実感する

- 問1 次の(1), (2)の問いに答えなさい。
- (1) 石油からつくられたものは、材質によって何種類に分けられるか。数字を書きなさい。
- (2) ペットボトルの材質であることを示す数字を書きなさい。
- 問2 ペットボトルがたくさん使われる理由を、日本語で書きなさい。
- 問3 下線部①の理由を、日本語で書きなさい。
- 問4 下線部②は具体的にどうすることか。日本語で書きなさい。

◆ 解答用紙 ◆

問1	(1)	種類	(2)	
問2				
問3				
問4				

◆ 解答 ◆

問1	(1)	7 種類	(2)	1
問2	ペットボトルは軽く、運びやすいから。			
問3	私たちが買うノートや本は、再利用した紙の記号がついているから。			
問4	ごみを紙、缶、びん、ペットボトル、それ以外に分けること。			

◆ 解説 ◆

- 問1 (1) 第2段落第6・7文参照。
 (2) 第2段落最終文参照。
- 問2 第3段落第1文参照。it is ... to ～「～することは…だ」
- 問3 直後の because 以下に書かれている。we buy は notebooks and books を修飾している。
- 問4 第4段落第2文参照。separate ... into ～「…を～に分ける」

◆ 問題 ◆ 19 - 4 - 63

次の英文は朝子 (Asako) さんが「My dream」というタイトルで、英語の時間にスピーチをしたときの原稿です。各問いに答えなさい。

(宮崎県 2007 年度)

Do you have a dream? If you have a dream, what is it? Is it going around the world? Is it becoming a *professional baseball player? Or is it becoming a writer? My dream is to become a *violinist.

I started to learn how to play the violin from my father when I was three years old. That means I've played the violin for twelve years. My father once said to me, "When you were three years old, your mother and I bought a violin for you. I belong to an *amateur orchestra in Miyazaki. My dream is to play the violin with you in the orchestra." My first dream was to join the amateur orchestra and play the violin with him. But I had a new dream when I was nine years old.

At that time, my parents took me to the Miyazaki Music Festival for the first time. The festival is now called *the Miyazaki International Music Festival. It is held every year and many people come to Miyazaki City from all over Japan. I still remember one *piece of the concert. It was a violin piece played by Isaac Stern. He is famous as one of the greatest violinists in the world. It struck me the most. A lot of people who came to the Miyazaki Music Festival at that time were very impressed by it too. When I saw them, ① I really thought that a violin piece could make many people very happy. I decided to become a violinist like him. I know it is very difficult to become a violinist like him. When I worry about my dream, I remember my favorite book. It was written by Ichiro Suzuki, a famous professional baseball player. He says in the book, "You can't achieve your dream in one day. But, you will have an *unbelievable strength some day if you *keep on trying *steadily toward your dream." I love these words that help me a lot. I think that we can feel free to have our own dreams. He tells us there is one thing more important than having a dream. That is ② _____. This year I will join the same amateur orchestra in Miyazaki that my father belongs to. My father's dream and my first dream will come true at last. After this I'll begin to achieve my next dream.

I want to ask you again. Do you have your own dream? If you have one, try your best to achieve your dream.

注 professional プロの violinist バイオリニスト
 amateur orchestra アマチュアのオーケストラ
 the Miyazaki International Music Festival 宮崎国際音楽祭
 piece 曲 Isaac Stern アイザック・スターン(1920年～2001年)
 unbelievable strength 信じられない力 keep on ～し続ける steadily 着実に

問1 次の(1)～(4)の英文を、本文の内容と合うように完成させるのに、最も適切なものを、それぞれア～ウから1つ選び、記号で答えなさい。

- (1) Asako wants to be a _____.
 ア violinist イ baseball player ウ writer
- (2) Asako is _____ years old now.
 ア nine イ twelve ウ fifteen
- (3) Asako's father would like to _____.
 ア take Asako to the Miyazaki Music Festival
 イ play the violin together with her
 ウ become a violinist like Isaac Stern
- (4) Asako had a new dream when _____.
 ア she listened to the violin piece by Isaac Stern
 イ she read the book written by a famous professional baseball player
 ウ she decided to join the amateur orchestra her father belongs to

問2 本文中に下線部① I really thought that a violin piece could make many people very happy. とあるが、朝子さんがそのように思った理由を、本文の内容をふまえて、日本語で説明しなさい。

問3 本文中の ② _____ に入る最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

- ア feeling free to say important words in a book
 イ trying your best toward your dream
 ウ achieving your mother's dream soon
 エ trying hard to learn how to play the violin with your father

問4 本文の内容に合っているものを、次のア～オから2つ選び、記号で答えなさい。

- ア Asako thinks that it's easy to become a violinist.
 イ Ichiro says in the book, "Your dream will come true soon."
 ウ Ichiro's message helps Asako when she worries about her dream.
 エ Asako's parents are sure that she will become a violinist.
 オ Asako has already decided to play the violin with her father in the same orchestra.

問5 朝子さんのスピーチ原稿を読んで、あなたが思ったことを英文で書きなさい。英文はいくつでもかまいませんが、全体で10語以上になるように書きなさい。ただし、符号(、. ! ? など)は、語の数に入れないものとします。

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(1)	ア	(2)	ウ
	(3)	イ	(4)	ア
問2	(例)アイザック・スターンが演奏したバイオリン曲を聴いて、感動した人たちを見たから。			
問3	イ			
問4	ウ		オ	
問5	(例) I think that her speech is wonderful. I hope she will be a famous violinist.			
	(例) I'm sure her dream will come true. I have a dream too. I'll try my best for my dream.			

◆ 解説 ◆

- 問1 (1) 「朝子はバイオリニストになりたがっている」 第1段落最終文参照。
 (2) 第2段落第1・2文参照。朝子は3歳の時から12年間バイオリンをやっているので、15歳である。
 (3) 「朝子の父は彼女と一緒にバイオリンをひきたいと思っている」 第2段落終わりから第3文参照。
 (4) 第3段落第10文参照。
- 問2 直前の文と、その1つ前の文参照。When I saw them のthem は a lot of people ...を指す。
- 問3 直前の「夢を持つことより大切なことが一つある」につながり、「それは夢に向かって最善の努力をすることだ」となる。第3段落終わりから第8文の内容を言い換えたもの。
- 問4 ウ 「朝子が夢に不安を感じる時、イチローの言葉が彼女を救ってくれる」 第3段落終わりから第10・11文参照。
 オ 「朝子は父と同じオーケストラでバイオリンを演奏することをもう決めている」 第3段落終わりから第3文参照。
- 問5 I think ～やI was impressed by ～などで自分の考えを述べる。自分の夢を表現してもよい。

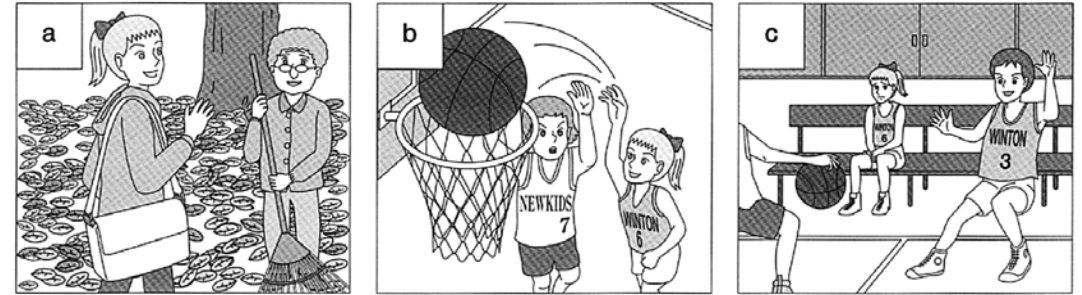
◆ 問題 ◆ 19 - 4 - 64

次の英文を読んで、あとの問1～問7の問いに答えなさい。

(鹿児島県 2007年度)

注	coach コーチ	dark 暗い	daughter 娘	regular レギュラー選手
	plant some seeds 種を植える		point(s) 得点	

問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～エの中から正しいものを一つ選び、その記号を書け。



ア c→b→a イ c→a→b ウ b→a→c エ b→c→a

問2 下線部①の指す内容を30字以内の日本語で答えよ。

問3 ②に最もよくあてはまるものを、下のア～エの中から一つ選び、その記号を書け。

- ア Will you come to my house ?
- イ What are you doing ?
- ウ When did you start it ?
- エ Shall I help you ?

問4 下線部③で Lisa はどんなことをしたか。具体的な内容を本文中から二つ見つけ、日本語で簡潔に書け。

問5 下線部④の理由として最も適当なものを、下のア～エの中から一つ選び、その記号を書け。

- ア Brown さんの娘が効果的な練習をして短期間でうまくなったということ、初めて知ったから。
- イ Brown さんの娘が厳しい練習を経てやっと優秀な選手になれたということ、初めて知ったから。
- ウ Brown さんの娘が中学時代にバスケットボール部で活躍していたということ、初めて知ったから。
- エ Brown さんの娘がコーチの指導でやっと優秀な選手になれたということ、初めて知ったから。

問6 ⑤に最もよくあてはまる英語を1語書け。

Lisa loved basketball. When she became a junior high school student, she soon joined the basketball team with some of her friends. She practiced every day.

One year later, her friends became good players. They played well in the games with other teams, but Lisa always had to watch them. She was not a very good player. The coach* said to her, "I know you want to play in a game, but now it's important for you to watch good games and learn from them." She thought, "I know ①that. But when can I play? How long should I wait?"

One Friday in October, when Lisa was walking back home after practicing basketball, she saw Mrs. Brown. Mrs. Brown was an old woman who lived next to Lisa's house. She was working hard in her garden. Lisa said, "Hi, Mrs. Brown. You look busy. ②" Mrs. Brown said, "Thank you, but it's getting dark*. Can you come tomorrow morning?"

The next morning, ③Lisa helped Mrs. Brown in the garden.

First, they collected fallen leaves from the garden. When they were working, Mrs. Brown asked Lisa, "You often practice basketball at home. Do you like it?" "Yes, I love it, but I can't play well. It's difficult," Lisa answered. Mrs. Brown said, "My daughter* also loved to play basketball when she was a junior high school student." Lisa said, "I've heard from my coach that your daughter was a very good player." "She couldn't play well at first. She practiced more than others and was always asking what good players did. She finally became a regular* after a lot of hard practice," Mrs. Brown said. ④Lisa was surprised to hear that.

After collecting the leaves, Mrs. Brown said, "Now I want to plant some seeds* here. Will you give water to them?" Mrs. Brown put the seeds into the ground and Lisa gave them water. Lisa asked, "When will the seeds become flowers?" Mrs. Brown answered, "Next spring. The seeds have to have a cold winter before they become flowers. You also have a seed in your heart. It may be in a long winter now. But I believe you will see your beautiful ⑤ in spring." Lisa said, "Thank you, Mrs. Brown. I will do my best."

The next day, Lisa began to practice more than others. She tried to watch and learn from good games. She also asked good players how to play well. They helped her a lot.

One day in spring, Lisa had a chance to play in a game with another team. She played very hard. She got two points* just before the game was finished, and her team won. Her friends and the coach said, "Great, Lisa! You did a good job!" Lisa felt very glad.

問7 次の英文は、試合に勝った翌日、Lisa と Brown さんとの間で行われた対話の一部である。(a), (b) に最もよくあてはまるものを、下のア～エの中から一つずつ選び、その記号を書け。また、 に最もよくあてはまる英語を、本文中から1語抜き出して書け。

Lisa : I finally played in a game. I got two points just before the game was finished, and my team won.

Mrs. Brown : Great, Lisa! I know you practiced hard. I (a) you would be a good player.

Lisa : Thank you. When I talked with you before, I understood what I should do. I practiced harder, and my friends taught me how to play well.

Mrs. Brown : Good. So, your has finished, right?

Lisa : Yes, but I think I (c) a lot of important things through it.

ア believed イ waited ウ learned エ asked

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	. ----- .
問5	
問6	
問7	a
	b
	c

◆ 解答 ◆

問1	イ
問2	10 20 今は、よい試合を見て、それから学ぶことが
	大切だということ。 30
問3	エ
問4	・庭の落ち葉を集めた。
	・種に水をやった。
問5	イ
問6	flower
問7	a ア
	b winter
	c ウ

◆ 解説 ◆

- 問1 c 第2段落参照。Lisa が試合に出られず、仲間の試合を見学している場面。→ a 第3段落参照。Lisa が練習の帰りに、庭仕事をしている Brown さんを見かけて、話しかけている場面。→ b 最終段落参照。Lisa が試合に出て、得点をあげている場面。
- 問2 直前の文の now 以下を指している。It is ~ for - to 「一にとって…するのは～だ」
- 問3 エ 「手伝いましょうか」 あとに続く Brown さんの返答から考える。
- 問4 第5段落第1文と第6段落第3文参照。fallen leaves 「落ち葉」
- 問5 that は、直前に Brown さんが話した内容を受けている。
- 問6 「でも、春にはあなたが自分の美しい花を見ると信じています」
- 問7 a 「あなたが上手な選手になると信じていました」
 b 「あなたの冬は終わったのね」 第6段落参照。Brown さんは上達するまでのつらい期間を冬にたとえている。
 c 「…それを通して、たくさんの大切なことを学んだと思います」

◆ 問題 ◆ 19 - 4 - 65

次の英文は、沖縄県の高校生の佳代 (Kayo) が思ったことについて書かれたものです。それを読んで、下記の問題に答えなさい。

(沖縄県 2007 年度)

One day Kayo and her friends saw two boys drinking tea on the street on their way home from school. There was a *trash can near them but they *threw away the *empty cans on the street. She wanted to say, "Please put those empty cans into the trash can." But she couldn't say anything to them. She felt sad.

Last Saturday, she watched the beautiful Mt. Fuji on TV. She loves the mountain. She knew that some people left much trash on the *mountain roads of Mt. Fuji. She was not happy to find that they left bikes, old computers, cars, *refrigerators *and so on. She also found that some *volunteers clean the trash but some people are still throwing away many things. Mt. Fuji is one of the most beautiful mountains in the world but it has not become a *World Heritage site because of the trash problem. She felt sorry for that.

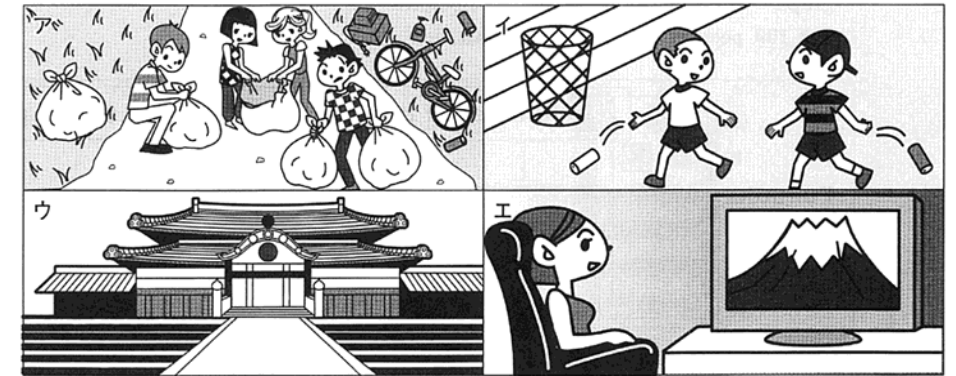
In Okinawa, five *Gusuku Sites and four Related Properties of the Kingdom of Ryukyu became the World Heritage sites in Japan in 2000. They are *Shuri Castle Remains, *Nakijin Castle Remains, *Shikinaen and so on. Kayo thought, "We are happy to have the World Heritage sites in Okinawa. Everyone of us should keep our island clean and beautiful".

注 trash can ごみ箱 threw away 捨てた (threw : throw の過去形) empty cans 空き缶
 mountain roads 山道 refrigerators 冷蔵庫 and so on など
 volunteers ボランティア World Heritage site 世界遺産
 Gusuku Sites and Related Properties of the Kingdom of Ryukyu 琉球王国のグスク及び関連遺産群
 Shuri Castle Remains 首里城跡 Nakijin Castle Remains 今帰仁城跡 Shikinaen 識名園

- 問1 次の各問いに対する答え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。
- Why did Kayo feel sad when she saw the two boys?
 → Because ア they were drinking tea on the street.
 イ they threw away the empty cans on the street.
 ウ they talked to her.
 エ they put the empty cans into the trash can.
 - Who cleans Mt. Fuji?
 → ア Kayo does.
 イ Kayo's friends do.
 ウ Some volunteers do.
 エ Two boys do.

- When did Shuri Castle Remains become the World Heritage sites?
 → It was ア last year.
 イ 3 years ago.
 ウ 5 years ago.
 エ 7 years ago.
- What did Kayo think?
 → She thought we should ア keep Okinawa clean and beautiful.
 イ throw away many things on the street.
 ウ watch the beautiful Mt. Fuji on TV.
 エ visit the World Heritage sites in Okinawa.

問2 次のア～エは、本文の中で述べられている4つの場面を絵で表したものです。述べられている順に絵を並べかえ、その記号を書きなさい。



◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	1	イ
	2	ウ
	3	エ
	4	ア
問2	イエアウ	

◆ 解説 ◆

- 1 「佳代は2人の少年を見たとき、なぜ悲しかったのですか」 第1段落参照。
- 2 「だれが富士山を掃除しますか」 第2段落第5文参照。
- 3 第3段落第1・2文参照。首里城跡が世界遺産になったのは2000年なので、平成19年から7年前。
- 4 最終文参照。our islandはOkinawaのこと。

◆ 問題 ◆ 19 - 4 - 66

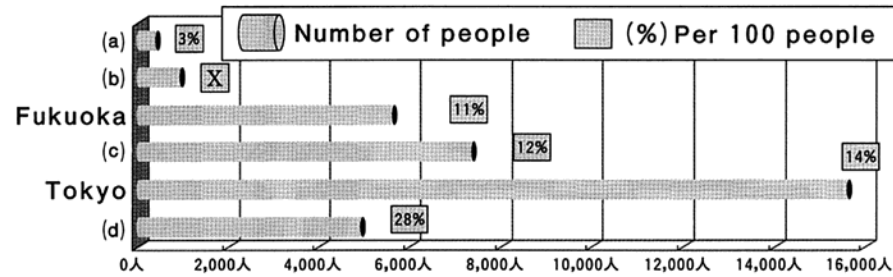
次の英文とグラフは新規高校卒業者のうち、無業者（進学または就職していない者）の数と無業者比率(全卒業生に対する無業者の占める割合)を調査したものです。英文とグラフを参考にして、下記の問題に答えなさい。

(沖縄県 2007年度)

Today, our *life-style is changing so fast. After *graduating from high school, some people try to do their best for their dreams. Some people don't want to do anything. *Others don't know what to do.

This *graph shows the number of young people who graduated from their high schools and have no *jobs or don't go to school in Tokyo and five *prefectures. Tokyo has the largest number of people. Saitama has the second and Fukuoka comes next. Toyama has the smallest. Okinawa has only five thousand people, but it has the highest *rate *per 100 people. Oita's rate is half that of Tokyo.

What do you think about this *situation?



平成 17 年度学校基本調査より

注 life-style 生活様式 graduate from ~を卒業する others 他の人は graph グラフ
jobs 仕事 prefectures 県 rate 割合 per 100 people 100 人につき situation 状況

問1 グラフの(a)~(d)に入る県名が正しく並べられているものを下記のA~Eの中から1つ選び、その記号を書きなさい。

- ア (a) Oita (b) Toyama (c) Okinawa (d) Saitama
- イ (a) Oita (b) Okinawa (c) Toyama (d) Saitama
- ウ (a) Toyama (b) Saitama (c) Oita (d) Okinawa
- エ (a) Toyama (b) Oita (c) Saitama (d) Okinawa

問2 に入る答えとして最も適切なものを下記から選び、その記号を書きなさい。

- ア 3% イ 5% ウ 7% エ 9%

問3 本文の内容やグラフと一致するものを下記のA~オの中から2つ選び、その記号を書きなさい。

- ア 全ての若者が、高校卒業後に仕事に就きたがっている。
- イ 若者の中には、高校卒業後何をしたいかわからない者もいる。
- ウ 埼玉県と福岡県の無業者の数は、ほぼ同じである。
- エ 東京都の無業者比率は一番高い。
- オ 沖縄県の無業者比率は、東京都の2倍である。

◆ 解答用紙 ◆

問1	
問2	
問3	

◆ 解答 ◆

問1	エ
問2	ウ
問3	イ オ

◆ 解説 ◆

問1 第2段落第3~5文から、(c)が埼玉、(a)が富山、(d)が沖縄であることがわかる。

問2 問1から(b)は大分であることがわかる。第2段落最終文に大分の(無業者)比率は東京の半分とあることから計算する。

問3 イ 第1段落最終文参照。 オ (d)沖縄の無業者比率は28%で、東京の2倍。