

2008 (平成 20) 年度 実施

長文読解 I 会話文・会話文の内容把握・その他

◆ 問題 ◆ 20 - 3 - 1

次の英文は、亜美と香奈が、スポーツフェスティバルに向けて取り組んでいる活動について、留学生のトムと会話している場面のものです。これを読んで、問いに答えなさい。

(北海道 2008 年度)

Tom: Hi, Ami and Kana. I hear you'll go to the city stadium after school today.
 Ami: That's right. Kana will practice dancing with other students in our city, and I'll go there to take pictures of their dance.
 Tom: That sounds interesting.
 Ami: Of course. I think you'll enjoy their dance.
 Tom: Why are you going to practice dancing, Kana?
 Kana: Our city will have a sports festival this summer. Many students in our city will dance in the opening ceremony to welcome people who will come to the festival from all over Hokkaido. I'll dance in the opening ceremony with the other students.
 Tom: I see. How many students will dance?
 Kana: About five hundred students will dance together.
 Tom: Wow! So many students! Your performance in the opening ceremony will be exciting, Kana.
 Kana: I hope people will enjoy it.
 Tom: Ami, why will you take pictures of their dance today?
 Ami: I'm a member of the group to make the web page about the festival, and I'll put the pictures on the web page next week.
 Tom: I often use a computer, and I have my own web page. I'm interested in helping you with making the web page.
 Ami: Oh, really!
 Tom: I'm happy to hear that. I can make a web page in English about the festival.
 Kana: That's a good idea. There are many foreign people in Hokkaido. If you make a web page in English, more people can learn about the festival through it.
 Ami: I'll ask the leader of our group about making a web page in English tomorrow.
 Tom: Great! Thank you.

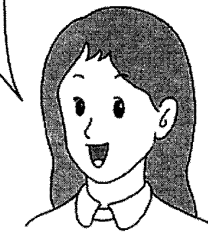
注 dance ダンスをする, ダンス opening ceremony 開会式 welcome 歓迎する
 performance 演技 web page Web ページ put 掲載する foreign 外国の
 learn 知る leader リーダー

- 問1 本文の内容から考えて、に入る英文として最も適当なものを、ア～エから選びなさい。
 ア Can I go with you? イ What do you have?
 ウ May I ask your name? エ Where shall we meet?
- 問2 本文の内容から考えて、次のに入る英語として最も適当なものを、ア～エから選びなさい。
 Kana will dance in the opening ceremony .
 ア to make a web page in English about the festival
 イ to welcome people who will come to the festival
 ウ to learn about the festival through the web page
 エ to hear about the festival from foreign people
- 問3 Web ページを作成するグループの一員として、この日、亜美が市の競技場で行おうとしていることは何ですか、日本語で説明しなさい。
- 問4 本文のに、「あなたに私たちのグループに加わってほしい。」という意味を表す英文を書きなさい。
- 問5 後日、亜美とトムは、スポーツフェスティバルについての英語版の Web ページを作成することになりました。亜美は自分が書いたメモの一部を見ながら、Web ページに掲載する内容を、トムに英語で伝えました。メモの内容と合うように、A, Bに入る適当な1語をそれぞれ英語で書きなさい。
 メモ

- ・会場と開催期間 : 市の競技場 7月30日から8月2日まで
- ・外国人への会場案内 : 生徒が車で、外国人に英語版の地図を配布し、会場への行き方を教える。

Our city will have a sports festival at the city stadium from July 30 to A 2.

The students in our city will give English maps to foreign people at the station, and the students will B them how to go to the city stadium.



亜美

◆ 解答用紙 ◆

問1				
問2				
問3				
問4				
問5	A		B	

◆ 問題 ◆ 20 - 3 - 2

次の英文は、孝夫が、英語クラブの活動で、インド (India) から北海道の大学に留学中のラビ (Ravi) にインタビュー (interview) をしたときのものです。これを読んで、問いに答えなさい。

(北海道 2008 年度)

Takao: Thank you for this interview, Ravi.
 Ravi: I'm glad to talk with you, Takao. Please ask me anything you like.
 Takao: OK. I'd like to hear about your life in Hokkaido. Do you enjoy living here?
 Ravi: Yes! People are kind to me. I don't understand the Japanese language well, but people always help me. I'm also enjoying sports I've never tried in India, for example, canoeing and skiing. I'm having a good time here.
 Takao: ① That's wonderful! Now, what are you studying?
 Ravi: I'm studying agriculture. India has a large population, and it's important to have enough food for everyone in our country. So, I've studied very hard in Hokkaido.
 Takao: I hope you'll learn many new things about agriculture.
 Ravi: I hope ② so, too. By the way, your English is really good, Takao.
 Takao: Thanks. I want to study it more and talk with people from many different countries.
 Ravi: That's nice. Do you know English is spoken in India?
 Takao: Yes. I learned many Indian people communicate with each other in English.
 Ravi: That's right, Takao. ③ If you go to India, (many people / English / meet / speaking / you'll).
 Takao: I also learned there are hundreds of different languages spoken in India. Do you speak other languages in India?
 Ravi: Yes, I do. I talk with my family in Hindi. [1] [2] Look, this is Indian money. [3] [4]
 Takao: I see. I'd like to know more about India. Next time, please come to my English club and tell us more about India, Ravi.
 Ravi: OK. I hope we'll meet again soon.
 Takao: I had a lot of fun today. Thank you very much.

注 canoeing カヌーをこぐこと agriculture 農業 population 人口 enough 十分な
 by the way ところで spoken speak の過去分詞形 Indian インドの
 communicate 意思を伝之合う each other お互い hundreds of 何百もの～
 Hindi ヒンディー語

問1 下線部①のように孝夫が述べている理由を、本文の内容から考えて、次のように表す場合、に入る英語として最も適当なものを、ア～エから選びなさい。

- Because Takao is happy to know .
- ア Ravi always helps Japanese people
 - イ Ravi is enjoying his life in Hokkaido
 - ウ Ravi understands the Japanese language well
 - エ Ravi is enjoying sports he has tried in India

問2 下線部②の示す内容を、具体的に日本語で書きなさい。

問3 下線部③が正しい英文となるように、()内の語を並べかえて書きなさい。

問4 本文の [1]～[4] には、次のA～Dの英文がそれぞれ入ります。本文の内容に合うようにA～Dを並べかえたとき、それぞれに入る英文の組み合わせとして最も適当なものを、ア～エから選びなさい。

- A Oh, I have an interesting thing to show you.
- B They're some of the languages spoken in India.
- C It's one of the languages spoken in India.
- D You can see many different languages on it.

- ア (1-B, 2-C, 3-A, 4-D)
- イ (1-B, 2-D, 3-C, 4-A)
- ウ (1-C, 2-A, 3-D, 4-B)
- エ (1-C, 2-D, 3-B, 4-A)

問5 孝夫は、ラビに電子メールを送ることにしました。次の電子メールはその一部です。あなたが孝夫になったつもりでラビに質問するとき、(1)、(2)に入る英語をそれぞれ自由に書きなさい。

Dear Ravi,

I enjoyed talking with you last week, and I learned many things.
 I want to ask you two more questions.

Have you (1) ?

How many (2) ?

Thank you. I'd like to see you again soon.
 Your friend,
 Takao
 takao @ * * * . * * .jp

◆ 解答用紙 ◆

問1	
問2	
問3	If you go to India,
問4	
問5	(1) Have you ?
	(2) How many ?

◆ 問題 ◆ 20 - 3 - 3

次の英文は、たけし (Takeshi) がアメリカのネブラスカ州 (Nebraska State) でとうもろこし (corn)を栽培しているジョン (John) さんの家にホームステイしたときの対話です。これを読んで、あとの問1～問3の問いに答えなさい。

(岩手県 2008年度)

Takeshi: John, everyone says your corn is the best in Nebraska State.
 What makes your corn the best? Special techniques*?
 John: Of course, they are important, but there are more important things.
 Takeshi: Can you tell me?
 John: Well, good water and land* are important, but the most important thing is to help each other*.
 Takeshi: Who do you help?
 John: I help the people who grow* corn near my farm. I give them my best seed corn* every year.
 Takeshi: Really? Why do you give them your best seed corn?
 John: If they grow bad corn, .
 Takeshi: What do you mean by that?
 John: Pollen* is very important for the corn. The wind* takes pollen from the corn and carries it from place to place. For example, good pollen from other farms makes my corn better. I think everything has an influence* on other things.
 Takeshi: Does everything have an influence on other things? Really?
 John: Well, think about your friend. Imagine* that your friend is corn and has pollen. If he looks happy, you will also feel happy. If he looks sad, you will also feel sad. It's a natural* thing.
 Takeshi: Oh, I see. We can say that we are corn. we need good pollen.
 John: That's right.

special techniques 特別な技術 land 土地 each other お互い grow ~を栽培する
 seed corn 種用とうもろこし pollen 花粉 wind 風 influence 影響
 imagine ~を想像する natural 自然な

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 my corn will be good
- イ my corn will be bad
- ウ their corn will be big
- エ their corn will be sweet

問2 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 But
- イ If
- ウ So
- エ When

問3 たけしがジョンさんの話から学んだことは何ですか。次のア～エのうちから最も適当なものを一つ選び、その記号を書きなさい。

- ア 人を手助けすることは結局その人を甘やかすことになるので、その人のためにならないということ。
- イ 何もしなければよい結果は期待できないので、自分から行動を起こすことが大切であるということ。
- ウ 感情は知らないうちに人に伝わるので、友人には、はっきりと感情を伝えておくべきだということ。
- エ すべてのものはお互いに関わりあっているため、よい影響を与え合うことが大事であるということ。

◆ 解答用紙 ◆

問1	
問2	
問3	

◆ 問題 ◆ 20 - 3 - 4

次の英文は、洋子と、隣に引っ越しをしてきたビルの会話です。この英文を読んで、あとの問1～問7の問いに答えなさい。

(宮城県 2008年度)

Bill: Hello, nice to meet you. My name is Bill, and I moved in next door ①(昨日). So, I came here to say hello to your family.

Yoko: Oh, nice to meet you, too. My name is Yoko. Thank you (②) coming. Are you a high school student?

Bill: Yes, I will go to Miyagi High School from next Monday.

Yoko: Wow, that's my school. You and I will be students at the same high school. And where are you from?

Bill: I came from New York (③) my parents. My father will work at a factory near here. So I had to leave my city and I feel a little sad now.

Yoko: I understand how you feel, but you will have a good time in this town.

Bill: Thank you. I am happy to hear ④that.

Yoko: Do you have any questions?

Bill: Yes. (⑤) do you go to school?

Yoko: I usually go there by bike. ⑥It (minutes / about / takes / from / fifteen) here. But I take a bus when it rains.

Bill: I see. I think riding a bike is the best way to go to school. I will buy one this weekend. Does the bus come very often?

Yoko: Yes, in the morning, it comes every ten minutes. If you take a bus, I will go with you.

Bill: Thank you very much. See you next Monday.

Yoko: See you.

注 next door 隣 factory 工場 way 方法 weekend 週末

問1 下線部①の()内の日本語を、英語に直しなさい。

問2 本文中の(②), (③)に入る最も適切な語を、それぞれ次のア～エから1つ選び、記号で答えなさい。

(②) ア with イ by ウ for エ at

(③) ア with イ to ウ from エ at

問3 下線部④の that の示す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 アメリカから引っ越しをしてきたこと。

イ 日本の学校に通うこと。

ウ 父の働く工場がこの近くにあること。

エ この町で楽しく過ごせること。

問4 本文中の(⑤)に入る最も適切な語を、次のア～エから1つ選び、記号で答えなさい。

ア Why イ What ウ Where エ How

問5 下線部⑥の()内の語を正しく並べかえ、英文を完成させなさい。

問6 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) Where did Bill come from?

(2) What will Bill buy this weekend?

問7 本文の内容に合う英文を、次のア～オの中から2つ選び、記号で答えなさい。

ア Bill visited Yoko's house to say hello to her family.

イ Bill will work at a factory near here.

ウ Yoko usually walks to school from her house.

エ Yoko and Bill can take a bus every ten minutes all day.

オ Yoko will see Bill next week.

◆ 解答用紙 ◆

問1	①			
問2	②		③	
問3	④			
問4	⑤			
問5	⑥	It		here.
問6	(1)			
	(2)			
問7				

◆ 問題 ◆ 20 - 3 - 5

修と留学生のメアリーが、わさび (wasabi) について次のような会話をしています。この英文を読んで、あと
の間1～問7の問いに答えなさい。

(宮城県 2008年度)

Mary: When I was watching a TV program about Japanese food, I saw a green food. People were eating sashimi with ① it. Do you know what it is?

Osamu: I think it is wasabi. As you know, Japan is an island country, so Japanese people eat a lot (②) fish from the sea. We eat sashimi with soy sauce and wasabi. Wasabi is very hot, but it tastes good.

Mary: I think soy sauce tastes good. Does wasabi taste good, too?

Osamu: Yes, it does. I like it very much. For example, I eat sushi, soba and ochazuke with wasabi. Sometimes, some people eat it with miso and mayonnaise, and others eat steak with it.

Mary: Wasabi is very popular among Japanese people, right?

Osamu: Yes. And my father told me an interesting story about wasabi.

Mary: What did he say?

Osamu: About 400 years ago, Japanese people already knew that wasabi and soy sauce could make food delicious. At that time, they started to eat sushi and soba, and they started to grow wasabi and to make soy sauce. My father also said there was another good thing about using wasabi.

Mary:

Osamu: A long time ago, wasabi was used as a kind of medicinal herb because it can kill bacteria. Today many Japanese people eat wasabi with many kinds of food, but some Japanese people may not know about ③ this.

Mary: I understand wasabi is eaten by many people. I want to try it and I will write a letter to my friends in America about it.

Osamu: I hope they will like wasabi if they try it. ④ I also hope wasabi (as / as / become / will / popular) soy sauce there.

注 TV program テレビ番組 soy sauce しょう油 hot からい tastes < taste 味がする
mayonnaise マヨネーズ steak ステーキ delicious おいしい grow 栽培する
a long time ago 昔 medicinal herb 薬草 kill bacteria 細菌を殺す

問1 下線部①の it の示す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 a TV program | イ a green food |
| ウ sashimi | エ soy sauce |

問2 本文中の (②) に入る最も適切な語を、次のア～エから1つ選び、記号で答えなさい。

- | | | | |
|------|------|------|------|
| ア of | イ at | ウ in | エ by |
|------|------|------|------|

問3 本文中の 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 When was that? | イ Who was that? |
| ウ Where was that? | エ What was that? |

問4 下線部③の this の示す内容を、具体的に日本語で書きなさい。

問5 下線部④の () 内の語を正しく並べかえ、英文を完成させなさい。

問6 本文の内容に合うものを、次のア～オの中から2つ選び、記号で答えなさい。

- アメアリーは、修と一緒に、日本食に関するテレビ番組を見ながら刺身について話していた。
- イ修は、メアリーに、日本人は刺身にしょう油とわさびをつけて食べるということを教えた。
- ウメアリーは、修からわさびの話聞いて、すぐにその場で食べてみた。
- エ約400年前、日本人は、わさびやしょう油が食べ物をおいしくすることを知らなかった。
- オ修のお父さんは、修に、わさびが昔は薬草の一種として使われていたことを話した。

問7 次の英文は、メアリーがアメリカの友人に送った手紙の一部です。(⑤) に入る適切な英語を本文中から1語抜き出しなさい。また、 には、メアリーに代わって、3文程度の英語を書きなさい。

My friend in Japan told me an (⑤) story about a Japanese food. The food is called wasabi. It is used with soy sauce when they eat sashimi.
I tried it.

◆ 解答用紙 ◆

問1	①	
問2	②	
問3	A	
問4	③	
問5	④	It also hope wasabi soy sauce there.
問6		
問7	⑤	
	⑥	

◆ 問題 ◆ 20 - 3 - 6

幸平と留学生のマイクが、徳島県のある町での取り組みについて次のような会話をしています。この英文を読んで、あとの問1～問7の問いに答えなさい。

(宮城県 2008年度)

Mike: Today, we learned about depopulation at school. The same thing is happening in this town, right?

Kohei: Yes. Young people go to cities and old people stay in towns. Last week, my father told me an interesting story about depopulation in Shikoku. It was from a book ① write by Mr. Yokoishi.

Mike: Who is he?

Kohei: He is a farm leader in a town in Tokushima-ken. He has done that job (②) he left college. He was worried about depopulation in his town and wanted old people to have a happy life. One day, he had a good idea.

Mike: What was that?

Kohei: Mr. Yokoishi went to a Japanese restaurant to have dinner with his friends. He looked at the leaves which were put on the plates with food. He thought there were a lot of leaves in the mountains of his town. Suddenly he had a great idea. He

The cook said that he always went into the mountains to get them, but he

Then Mr. Yokoishi thought it would be easy for the old people in his town to find leaves, because they . And he thought they could sell leaves to Japanese restaurants.

Mike: I see. His idea was to sell leaves. Why are leaves put on the plates with food?

Kohei: Because food looks more beautiful when we see it with leaves.

Mike: So Japanese restaurants need them.

Kohei: Yes. ③ And then, (彼は老人たちに彼の考えを話しました). At first, they didn't think they could sell leaves. But some of them thought ④ it would be good to stay healthy by walking around the mountains to find beautiful leaves. So they decided to sell leaves with Mr. Yokoishi. And, they were taught how to use computers by him. Now, they can take orders from all over Japan through the Internet.

Mike: That's great! Are the old people in the town happier now?

Kohei: Yes. And they stay healthy, too. Old people know many things that young people don't know, and young people know new things that old people don't know. Old people's knowledge and young people's ideas can make towns more cheerful.



注 depopulation 過疎化 Mr. Yokoishi 横石知二氏 (営農指導員) leader 指導者 done < do
left college < leave college 大学を卒業する leaves < leaf 葉 plates < plate 皿 cook 料理人
at first 最初は stay healthy 健康を維持する take orders 注文を受ける knowledge 知識
cheerful 快活な

問1 下線部①の [] 内の語を適切な形に直しなさい。

問2 本文中の (②) に入る最も適切な語を、次のア～エから1つ選び、記号で答えなさい。
ア from イ since ウ before エ for

問3 本文中の , , にそれぞれ次のa～cの文を入れるとき、その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 couldn't find many beautiful leaves.
b knew a lot about the mountains and many kinds of leaves.
c asked a cook how he got the leaves.

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

問4 下線部③の () 内の日本語を、英語に直しなさい。

問5 下線部④の it の示す内容を、具体的に日本語で書きなさい。

問6 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 do cooks in Japanese restaurants put leaves on the plates with food?
(2) How do the old people in the town take orders for leaves?

問7 次の英文は、マイクが書いたその日の日記です。 に入る内容を自由に考え、3文程度の英語を書きなさい。

Today I learned about depopulation in Japan at school. I heard an interesting story from Kohei.

In a town in Japan, the old people walk around the mountains to find beautiful leaves and sell them to Japanese restaurants. By doing this, they get money and stay healthy. So the town is very cheerful. I thought it was great.

Mr. Yokoishi had a good idea to help old people, but I want to do something for young people. For example,

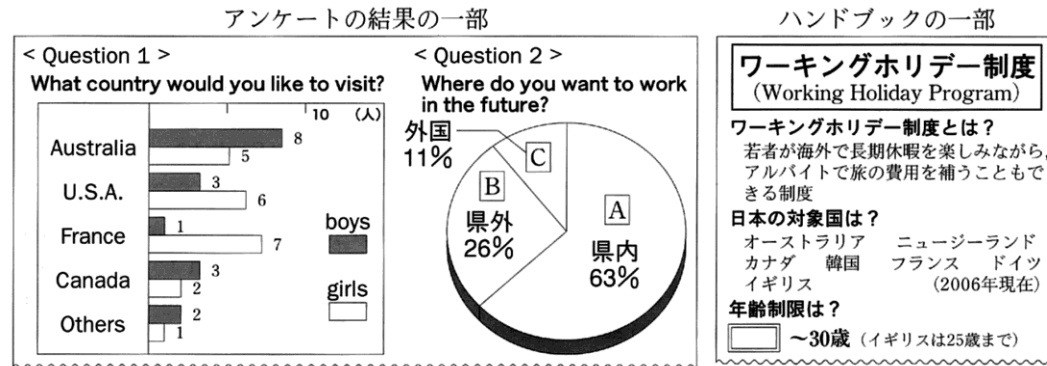
◆ 解答用紙 ◆

問1	①	
問2	②	
問3		
問4	③	And then,
問5	④	
問6	(1)	
	(2)	
問7	⑤	For example,

◆ 問題 ◆ 20 - 3 - 7

次は、中学生の梓 (Azusa) と直樹 (Naoki) が、英語の授業で行ったアンケートの結果を見ながら、ALT のスミス先生 (Ms. Smith) と会話をしている場面です。アンケートやハンドブック (handbook) を参考にして、問1～問5の問いに答えなさい。

(秋田県 2008年度)



Ms. Smith : What country would you like to visit, Naoki?
Naoki : U.S.A.! I want to watch *Major League baseball games.
Ms. Smith : I see. France is the most popular among the girls. How about you, Azusa?
Azusa : (①). I love its beautiful views and cute animals.
Ms. Smith : I'm glad to hear that. There are more than ten students who want to visit my country.
Azusa : That's right. Look at Question 2. In our class, 63% of the students want to work in Akita in the future. But I want to work abroad.
Ms. Smith : Oh, really? Then, 11% of the students have a dream like yours. Is that right?
Azusa : Right. Naoki, where do you want to work?
Naoki : I want to work here in Akita as a teacher.
Azusa : That's great. Well, Ms. Smith, have you ever (②) to other countries?
Ms. Smith : Yes. I've lived in Canada on the Working Holiday Program.
Naoki : What's that?
Ms. Smith : Young people can enjoy life in a *partner country for a year.
Azusa : Great! Can I join the program? I became 15 last week.
Ms. Smith : Just a minute. I have a handbook about it. Well, you have to wait for 3 more years.
Naoki : Can Japanese people go to U.S.A. on the program?
Ms. Smith : I'm sorry, they can't.
Azusa : I want to read the handbook. Could you *lend it to me?
Ms. Smith : Sure. Here you are.

注 Major League メジャー・リーグ partner country 対象国 lend 貸す

問1 ①にあてはまるものを、次のア～エから一つ選んで記号を書きなさい。

- ア Australia イ U.S.A. ウ France エ Canada

問2 アンケートの<Question 2>に対して、梓と直樹はどう答えたのか。円グラフの[A]～[C]からそれぞれ一つずつ選んで記号を書きなさい。

問3 ②にあてはまる語を英語一語で書きなさい。

問4 ハンドブックの☐にあてはまる数を数字で書きなさい。

問5 会話やアンケート、ハンドブックの内容と合っているものを、次のア～エから一つ選んで記号を書きなさい。

- ア Naoki can visit U.S.A. on the Working Holiday Program.
イ Azusa is interested in reading the handbook Ms. Smith has.
ウ France is more popular than Canada among the boys in Naoki's class.
エ Ms. Smith had a chance to visit Australia on the Working Holiday Program.

◆ 解答用紙 ◆

問1				
問2	梓		直樹	
問3				
問4				
問5				

◆ 問題 ◆ 20 - 3 - 8

次は、生徒が授業で旅行についてのスピーチをしている場面です。問1～問4の問いに答えなさい。

(秋田県 2008年度)

Mr. Sato: Speech time! Kazuo, you are the first student to give us a speech about traveling.

Come here. Are you *ready?

Kazuo: Yes. I often travel by train. I have three *reasons. First, I can enjoy beautiful views

out of the windows on the train. Next, I like taking the pictures of stations when I am

traveling. *Finally, I like eating 'ekiben' on the train. Traveling by train is a lot of fun.

Mr. Sato: Wow, good speech! I want to (A) [taken / your trip / the pictures / look at / during] next

time. Thank you, Kazuo. How about you, Kyoko?

Kyoko: OK. Traveling is exciting. It teaches me a lot because I can learn many things about

different cultures. So, I really want to go abroad and talk with many foreign people.

Mr. Sato: Great! You did a good job, Kyoko! Talking with foreign people will open your eyes to the

world. When I studied abroad, I often felt (B) this. Nice speech, Kyoko, thank you.

Well, today, you've studied how to speak well in front of others. You should give your idea

and its reasons in your speech. Try to remember this because it's important. In the

next class, you're going to give a speech about (C) your *hobby. See you.

注 ready : 用意ができている reason : 理由 finally : 最後に hobby : 趣味

問1 下線部(A)が、会話の流れに沿って意味の通る英文になるように、[]内の語句を正しく並べかえて書きなさい。

問2 下線部(B)が指す内容を本文から読み取り、具体的に日本語で書きなさい。

問3 本文の内容に合うように、①、②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。

Mr. Sato thinks the two students' speeches are good. He also thinks a good speech needs an (①) and its (②).

ア culture イ traveling ウ reasons エ talking オ idea

問4 下線部(C)についてあなたはどんなスピーチをしますか。次の条件に従って書きなさい。

《条 件》	内容につながりのある英文を三文以上書くこと。
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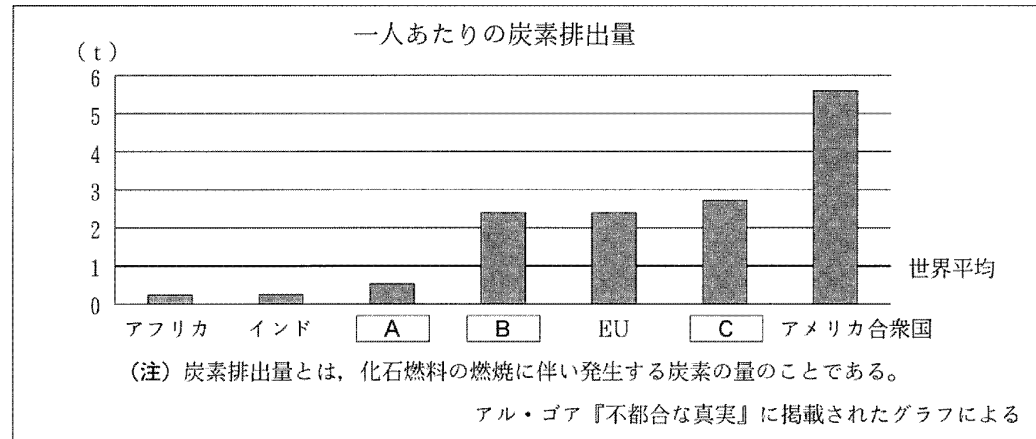
◆ 解答用紙 ◆

問1				
問2				
問3	①		②	
問4				

◆ 問題 ◆ 20 - 3 - 9

次は、一人あたりの炭素 (carbon) 排出量を、世界の国や地域別に比較したグラフ (graph) と、そのグラフが掲載された本を見た由紀 (Yuki)さんとナンシー (Nancy)さんの対話です。このグラフと対話について、あとの問いに答えなさい。

(山形県 2008年度)



Nancy: Yuki, have you read this book? This is an interesting book, but I feel sad to see this graph as an American. It shows that one American person *emitted more than five *tons of carbon.

Yuki: I understand how you feel. We Japanese emitted a lot of carbon, too. I am surprised to find that one Japanese person emitted more than two tons. This graph shows us that a person living in EU countries emitted carbon as much as a Japanese person.

Nancy: A person in *Russia emitted more carbon than a Japanese person, but a person in China emitted *less than a Japanese person.

Yuki: But this book also shows that, as a country, China emitted more carbon than Japan or Russia because its *population is very large.

Nancy: Yes, and the writer of this book says that the carbon we emit *damages the earth.

And he also says that to know about the things happening to our earth now is

① the first thing we have to do to *solve the problems.

Yuki: OK, then, why don't we go to the library to find more books like this, Nancy?

注 emitted ← emit～ ～を放出する ton(s) トン (質量の単位) Russia ロシア
less than～ ～より少ない量 population 人口 damage～ ～に悪影響を与える
solve～ ～を解決する

問1 グラフの [A]～[C]には、日本、ロシア、中国のいずれかがあてはまります。対話の内容に即して、[A]～[C]のそれぞれにあてはまる国名を、日本語で書きなさい。

問2 下線部① the first thing we have to do to solve the problems とは、どのようなことですか。対話の内容に即して、日本語で書きなさい。

問3 対話の内容に合わないものを、次のア～エから一つ選び、記号で答えなさい。

- ア Nancy is sad because American people emitted a lot of carbon.
- イ Yuki knows that a person in Japan emitted carbon as much as a person in EU countries.
- ウ Nancy is interested in the problems which are happening to the earth.
- エ Yuki is going to buy books for finding ideas to solve the problems happening to the earth.

◆ 解答用紙 ◆

問1	A		B	
	C			
問2				
問3				

◆ 問題 ◆ 20 - 3 - 10

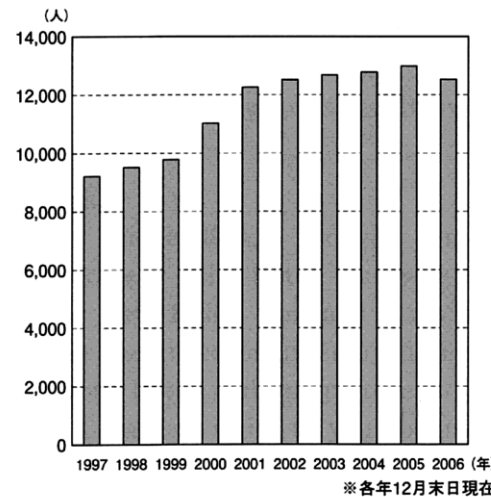
放課後、調べ学習をしている拓哉 (Takuya) に、ジョーンズ先生 (Mr. Jones) が話しかけています。そのときの会話を読んで、問1～問5の問いに答えなさい。

(福島県 2008年度)

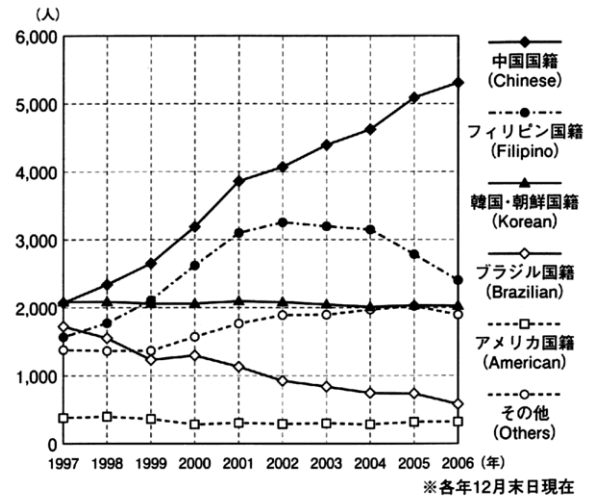
Mr. Jones : Hi, Takuya. What are you doing?
 Takuya : Good afternoon, Mr. Jones. I've just finished making graphs. These graphs show the *number of foreign people in Fukushima *Prefecture from 1997 to 2006.
 Mr. Jones : That sounds interesting. What does Graph 1 show?
 Takuya : This shows the *total number of foreign people for each year. I didn't know there were about 13,000 foreign people in 2005. The number of foreign people in our prefecture became more than 10,000 in ().
 Mr. Jones : Oh, I see. What does Graph 2 show?
 Takuya : It shows the number of foreign people *according to *nationality for each year. Before making these graphs, I thought there were more Americans. But, in 2006, the number of American people was only about 300.
 Mr. Jones : Yes. It was almost the same from 1997 to 2006.
 Takuya : And, the number of people with [A] nationality became very *small in these ten years. In 2006, there were about 2,000 [B] people and about 2,500 [C] people. I was surprised to learn that more than 5,000 people with Chinese nationality lived in Fukushima Prefecture in 2006. This was about 40% of the total number of foreign people in our prefecture.
 Mr. Jones : So many? I didn't know that, either. Now, why did you want to know the number of foreign people?
 Takuya : *These days I see signs that are written in Japanese, English, *Chinese and *Korean in the supermarket near my house. When I went there with my mother, I saw some foreign people. I could not understand what language they were speaking. My mother said, "There are some foreign people who work for a *company in our town." Then, I found out foreign people lived in my town. So, I wanted to know the number of foreign people in the prefecture.
 Mr. Jones : I got it. As you can see, there are many foreign people in this prefecture. One of my friends living here comes from *South Africa. I also have a friend from *India.
 Takuya : Oh, really? I understand we are living together with people who have different languages and cultures. I think we will have many chances to work with such people and to exchange ideas and opinions with them.
 Mr. Jones : That's right. You will have a lot of time to spend with foreign people. It is important for you to learn how to have good communication with them.

注 number 数 prefecture 県 total 全部の according to ～～によって
 nationality 国籍 small (数が) 少ない these days 最近 Chinese 中国語
 Korean 韓国・朝鮮語 company 会社 South Africa 南アフリカ India インド

グラフ1 福島県における外国人登録者数の推移(総数)



グラフ2 福島県における外国人登録者数の推移(国籍別)



(福島県のWebページにより作成)

問1 ()に入る年を数字で書きなさい。

問2 [A], [B], [C]に入る最も適当なものの組み合わせを、ア～カの中から一つ選びなさい。

	ア	イ	ウ	エ	オ	カ
A	Filipino	Filipino	Filipino	Brazilian	Brazilian	Brazilian
B	Filipino	Korean	Brazilian	Korean	Korean	Filipino
C	Brazilian	Filipino	Korean	Brazilian	Filipino	Korean

問3 下線部①の示す内容として最も適当なものを、ア～エの中から一つ選びなさい。

- ア More than 8,000 foreign people lived in Fukushima Prefecture from 1997 to 2006.
- イ About 2,000 people with Chinese nationality lived near Takuya's house in 1997.
- ウ About 40% of the foreign people in Fukushima Prefecture had Chinese nationality in 2006.
- エ There was a small change in the number of people with American nationality during the ten years.

問4 次は、下線部②の示す内容をまとめたものです。アとイに入る最も適当な日本語を、それぞれ10字程度で書きなさい。

拓哉が自分たちは(ア)をもつ人々と、働いたり(イ)したりする機会が増えるだろうと考えていること。

問5 グラフや本文の内容に合っているものを, ア～オの中から二つ選びなさい。

- ア The total number of foreign people was over 12,000 from 2001 to 2006 in Fukushima Prefecture.
- イ The number of people with Chinese nationality in Fukushima Prefecture has been smaller than 5,000 since 1997.
- ウ Takuya asked Mr. Jones for help because it was very difficult for Takuya to make the two graphs alone.
- エ Mr. Jones has some friends who come from South Africa, and they are living in India now.
- オ Mr. Jones thinks that Takuya should learn how to have good communication with foreign people.

◆ 解答用紙 ◆

問1												
問2												
問3												
問4	ア											10
	イ											10
問5												

◆ 問題 ◆ 20 - 3 - 11

次のインタビューについて、下の(1)~(3)の問いに答えなさい。

(茨城県 2008年度)

Emi : Today, we have a *guest. He is a famous basketball player, Sakamoto Yuji. Yuji, welcome to our *program.

Yuji : ㉞ Thank you, Emi.

Emi : First, Yuji, why did you start playing basketball?

Yuji : When I was little, my brother was a very good basketball player. So I started. We always played together.

Emi : You were a good player, right?

Yuji : Well..., I wasn't.

Emi : But you *kept playing it. Why?

Yuji : Because I got my own basketball shoes from my father on my birthday.

Emi : ㉟ I see. Now, I have another question. How do you spend your free time?

Yuji : I usually watch movies. It's so fun to watch movies.

Emi : That's good. Yuji, I enjoyed talking with you. Thank you very much.

Yuji : You're welcome. Thank you.



guest ゲスト program 番組 kept ~ing ~をし続けた

問1 下線部㉞の後には次の英文が続きます。()の中の語を正しく並べかえて書きなさい。

I'm (be, happy, to, here, very).

問2 下線部㉟は具体的にどのようなことを言っていますか。次の英文の()に入る適切な英語1語を書きなさい。

Emi understands () Yuji didn't stop playing basketball.

問3 あなたはこのインタビューの内容をまとめて発表することになりました。次の英文の(①)~(③)に入る適切な英語を、それぞれ1語ずつ書きなさい。

Sakamoto Yuji is a famous basketball player. When he was young, he always played basketball (①) his brother. His brother was a (②) player than Yuji. His father gave him basketball shoes as a present, so Yuji kept playing basketball. When he is (③), he usually watches movies. Thank you for listening.

◆ 解答用紙 ◆

問1	I'm ().	
問2		
問3	①	
	②	
	③	

◆ 問題 ◆ 20 - 3 - 12

次の英文は、シンガポール (Singapore) を旅行中の真二 (Shinji) と、現地の女性との対話の一部である。これを読んで、問1、問2、問3の問いに答えなさい。

(栃木県 2008年度)

Woman : Excuse me, are you a tourist? Please stop drinking!

Shinji : Why? It's very hot today, so I just want to drink this water.

Woman : You can't eat or drink on the train. If you do so, you have to pay a lot of money. In Singapore, we have our own rules.

Shinji : Oh, I didn't know that.

Woman : You have just learned one of the rules.

Shinji : Yes. Thank you very much. What other rules do you have?

Woman : For example, we can't pick up flowers, or give food to birds in the park. If people do those things in Singapore, they have to pay a lot of money.

Shinji : Umm..., I think the rules are very strict.

Woman : You're right, but we accept them, and try to make a more beautiful country. We want many foreign people to come here.

Shinji : I see. People in Singapore really love this beautiful country.

Woman : Thank you. I'm happy that you say so.

Shinji : You're welcome. By the way, what is that sign over there?

Woman : It shows the rules we talked about. There are many signs at many places in Singapore. You can buy a T-Shirt which has those signs on it.

Shinji : Really? I want to buy one for my friend in Japan. Now I can tell him about them. Thanks a lot.

Woman : That's all right. I'm happy that Have a nice day!

注 tourist 観光客 pay 払う pickup ～ ～を摘む strict 厳しい accept 受け入れる
T-Shirt Tシャツ

問1 下線部の指す内容を日本語で書きなさい。

問2 次の 内の英文が、本文の内容に合うように、①、②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。

People in Singapore try to ①(k) their own rules to make their country beautiful.
They want many people in other countries to ②(v) Singapore.

問3 本文中の に入れるものとして最も適切なものはどれか。

- ア you told me about your country. イ you have understood my country.
ウ you can go back to your country. エ you will meet your friends again.

◆ 解答用紙 ◆

問1	<input type="text"/>			
問2	①	<input type="text"/>	②	<input type="text"/>
問3	<input type="text"/>			

◆ 問題 ◆ 20 - 3 - 13

次の英文を読んで、後の問1～問5の問いに答えなさい。

(群馬県 2008年度)

Mr. Smith is an American friend of Akiko's father. Akiko and her father are talking with Mr. Smith in their house. Mr. Smith looks at a *picture on the wall.

Mr. Smith: Oh, that's a very nice picture! Did you *paint it, Akiko?

Akiko: Yes, that's the first picture I painted in *kindergarten.

Mr. Smith: ①The picture is very interesting to me.

Akiko: Really? What is interesting to you, Mr. Smith?

Mr. Smith: I'm interested in the red sun in your picture. In America, many children use yellow to paint the sun.

Akiko: Yellow? That's the color of the *moon in Japan.

Mr. Smith: The moon is painted white in many American *picture books.

Akiko: That's very interesting.

Father: I've read a book about *cultural difference before. American children usually use six colors to paint the *rainbow, right?

Mr. Smith: Well, I remember my children painted the rainbow in six colors in kindergarten.

Akiko: Is that so?

Mr. Smith: People in different countries often use different numbers of colors for the rainbow. I've heard there are people who use only two colors for it.

Akiko: Wow, that's *amazing!

Father: I've never heard that.

Akiko: ②I want to [different about and things learn between Japan] other countries.

Mr. Smith: That's a good idea. ③いくつかのおもしろい例を示しましょうか?

Akiko: Yes, please!

注 picture 絵 paint ～ ～を絵の具で描く kindergarten 幼稚園 moon 月
picture book 絵本 cultural difference 文化的な違い rainbow 虹 amazing 驚くべき

問1 Smith さんが下線部①のように感じた理由を、日本語で書きなさい。

問2 下線部②が意味の通る文となるように、[]内の単語を並べかえて書きなさい。

問3 下線部③の日本語を英語で書きなさい。

問4 本文の内容と合っているものを、次のア～エから1つ選びなさい。

ア There is a picture painted by Akiko's father on the wall.

イ American children and Japanese children usually use different colors to paint the sun.

ウ Akiko's father already knew that there are people using only two colors for the rainbow.

エ Children in every country use seven colors to paint the rainbow.

問5 次の英文は、Akiko が翌日の英語の時間に行ったスピーチの一部です。本文を参考にして、(ア)～(エ)に当てはまる単語をそれぞれ書きなさい。

Hello, everyone. Yesterday I met an American friend of my father. His name is Mr. Smith. He looked at the picture I painted in kindergarten, and then we talked about colors. (ア) children paint yellow for the sun, and the moon is painted white. They use (イ) colors for the rainbow. Did you know that? He also (ウ) me about the people who use only two colors for the rainbow. I was very surprised to hear that. I think (エ) is interesting for me to know cultural differences in foreign countries.

◆ 解答用紙 ◆

問1						
問2	I want to _____ other countries.					
問3						
問4						
問5	ア		イ		ウ	エ

◆ 問題 ◆ 20 - 3 - 14

次は、Kaoru と ALT の Ms. Miller が International Day (地域の住民と外国人が交流する行事)について行った [学校での会話] と [City Hall(市役所)での会話] です。これらを読んで、問1～問5に答えなさい。

(埼玉県 2008年度)

[学校での会話]

Kaoru : Will you be free on the second Sunday next month?
 Ms. Miller : Yes. I don't have any plans for that day yet, but why do you ask?
 Kaoru : Well, there will be a big event at City Hall on that day. It's called the International Day.
 Ms. Miller : Oh, I've heard of it. One of my friends joined it last year and she played the guitar. Do they have it every year?
 Kaoru : Yes. People from different countries get together to share their home cultures every year on the International Day. You can enjoy many things there. Music, dancing, games, food....
 Ms. Miller : Sounds exciting. did it start?
 Kaoru : It started five years ago. So this is the sixth International Day for the city.
 Ms. Miller : Have you been there before?
 Kaoru : Yes. I went there last year. And this year I'll work as a staff member of our city's booth. I've never done that before.
 Ms. Miller : What are you going to do?
 Kaoru : We will do many things at our booth. There, I'm (going people show to) how to write letters with a writing brush.
 Ms. Miller : Do you mean Japanese calligraphy?
 Kaoru : Yes.
 Ms. Miller : I know you're very good at it. It will be very interesting for people from other countries to see and try Japanese calligraphy.
 Kaoru : I hope so. Ms, Miller, would you like to come?
 Ms. Miller : Of course. I'll be there.

注 event 行事 get together 集まる share their home cultures 母国の文化を分かち合う
 staff スタッフ booth 展示ブース, 仕切った部屋
 write letters with a writing brush 筆で文字を書く Japanese calligraphy 日本の書道

問1 空欄 にあてはまる最も適切な1語を、英語で書きなさい。

問2 ()内の語を正しい順序に並べかえて書きなさい。

[City Hall(市役所)での会話]

Kaoru : Hi, Ms. Miller. Are you enjoying the International Day?
 Ms. Miller : Yes. It's great. I didn't know so many people from other countries live in and around this city. I was surprised.
 Kaoru : What did you do?
 Ms. Miller : Well, I visited the booths of Australia, China and Korea. I enjoyed talking with people from those countries. I also tried some food. Korean food was very delicious. How about your booth?
 Kaoru : Yes, we've had more than twenty people. First they watch carefully how I write with a writing brush, and then I help them when they try. Some of them say it's difficult, but it's interesting too. They also enjoy our food, yakitori and udon.
 Ms. Miller : Did you visit other booths, and talk with people there?
 Kaoru : Yes. Well, at first I was a little shy. Because it's the International Day, I thought I had to speak in perfect English. But later I understood that it is important to try to talk with people from other countries. We don't have to use perfect English.
 Ms. Miller : Good for you. Was there anything interesting?
 Kaoru : Yes. I taught a little girl from America how to write Japanese, and she enjoyed it very much. Then her father took me to the American booth, and he and his friends taught me how to dance.
 Ms. Miller : Did you enjoy it?
 Kaoru : Yes. They lent me a cowboy hat and took pictures of me. Look at this.
 Ms. Miller : You look great!
 Kaoru : It is a lot of fun to meet and talk with people from different countries.
 Ms. Miller : You're right, Kaoru. That's the point of the International Day.

注 Korean 韓国の, 朝鮮の delicious おいしい shy 内気な, はにかんだ
 perfect 完全な cowboy hat カウボーイの帽子

問3 空欄 にあてはまる最も適切な1文を、ア～エの中から1つ選び、その記号を書きなさい。

- ア Have many people come to try Japanese calligraphy?
- イ Do you want to try Korean food too?
- ウ What language do you use here, English, Japanese, or others?
- エ Do you sell some good food here?

問4 今年 International Day に参加して、Kaoru はどのようなことを大切だと思ようになりましたか。
日本語で書きなさい。

問5 [学校での会話] または [City Hall(市役所)での会話] の内容と合うものを、ア～エの中から1つ選び、
その記号を書きなさい。

- ア Ms. Miller didn't know anything about the International Day before Kaoru told her about it.
- イ This is Kaoru's first time as a staff member of the city's booth on the International Day.
- ウ Ms. Miller was surprised when she found that so many Japanese people talked in English.
- エ Kaoru taught a girl from America Japanese calligraphy, but the girl didn't enjoy it.

◆ 解答用紙 ◆

問1	
問2	There, I'm () how to write letters with a writing brush.
問3	
問4	
問5	

◆ 問題 ◆ 20 - 3 - 15

留学中の亜矢 (Aya) が友人のニコル (Nicole) と、水族館のマリン・ライフ・パーク (Marine Life Park) の案内を見ながら話をしています。この対話文を読んで、あとの問1～問3の問いに答えなさい。

(千葉県 2008年度)

マリン・ライフ・パークの案内

Marine Life Park

SHOWS

Each show is 20 minutes.

Timetable [Starting time]

Killer Whales:	10:30	12:30	15:00	16:00
Dolphins:	9:30	11:20	13:30	15:30
Sea Lions:	9:45	11:15	14:15	15:45
Penguins:	10:15	12:00	13:00	16:15
Movie:	10:30	11:30	14:00	15:00
Feeding Sea Animals:	—	12:30	—	—

ACTIVITIES

Each animal activity starts immediately after its show and is 20 minutes.

Killer Whale Activity :	Kiss from a killer whale	
Dolphin Activity :	Playing with dolphins	
Sea Lion Activity :	Picture with a sea lion	
Penguin Activity :	Walking with penguins	

PRICES

Admission:	\$20
Each Show:	FREE
Each Activity:	\$ 5
Students:	Admission & Activities --- 50% discount

注 starting time 開始時刻 immediately すぐに free 無料

Nicole : Hi, Aya. You know, we're going to Marine Life Park next Sunday. Look at this timetable.

We can see some interesting shows there.

Aya : That sounds exciting! ①

Nicole : We'll get there at about 9:30. And we'll leave at 14:30 to come back home before 16:00. So we'll stay there for five hours. If we make a good plan, we can enjoy Marine Life Park very much.

Aya : OK.

Nicole : Look, there are some interesting activities, too. Do you want to try them?

Aya : Well... I want to try all four activities. ②

Nicole : Don't worry, Aya. We can get a discount for the admission and activities because we are students.

Aya : Great! Why don't we watch all the shows and try all the activities?

Nicole : All right. First, let's watch the sea lions at 9:45 and do the sea lion activity.

Aya : Feeding the sea animals starts at 12:30. So we can only see the killer whales at ③ and then do the killer whale activity.

Nicole : After that activity, we are free for 10 minutes. Then we should watch the dolphins at ④ and do the dolphin activity.

Aya : Let's eat lunch at the hamburger shop after that.

Nicole : Then we can only see the penguins at 13:00 and do the penguin activity, right?

Aya : Right. Then at 14:00 we can watch the movie.

Nicole : All right. That's a good plan! We can do everything we have planned for that day. And the price for the two of us for one day is only (④) dollars.

Aya : Plus lunch!

注 timetable 予定表 plan 計画, ~を計画する activity 活動
 discount 割引 admission 入場料 sea lion アシカ
 feed ~にえさを与える killer whale シヤチ dolphin イルカ
 penguin ペンギン price 料金, 値段 dollar ドル
 Plus lunch! それと昼食代ね

問1 本文の内容に合うように、 ～ に入る最も適当なものを次のア～コのうちからそれぞれ一つずつ選び、その符合を書きなさい。

- | | |
|-------------------------------|---------|
| ア Are they expensive? | カ 10:15 |
| イ How are you today? | キ 10:30 |
| ウ How can we get there? | ク 11:20 |
| エ Are they students? | ケ 11:30 |
| オ How long can we stay there? | コ 12:00 |

問2 () に入る最も適当なものを次のア～エのうちから一つ選び、その符号を書きなさい。

- ア 20 イ 40 ウ 60 エ 80

問3 対話とマリン・ライフ・パークの案内の内容に合っているものを次のア～エのうちから一つ選び、その符号を書きなさい。

- ア Nicole and Aya will get to the park 30 minutes before the first sea lion show.
 イ Nicole and Aya will begin to watch the movie at 15:00.
 ウ Nicole and Aya will watch the sea lions first and feed the sea animals next.
 エ Nicole and Aya will have lunch before 12:30.

◆ 解答用紙 ◆

問1	<input type="text" value="①"/>	<input type="text"/>	<input type="text" value="②"/>	<input type="text"/>	<input type="text" value="③"/>	<input type="text"/>	<input type="text" value="④"/>	<input type="text"/>
問2	<input type="text"/>							
問3	<input type="text"/>							

◆ 問題 ◆ 20 - 3 - 16

次の対話の文章を読んで、あとの各問に答えよ。（*印のついている単語・語句には、本文のあとに〔注〕がある。）
（東京都 2008 年度）

Yukie and Haruto are Japanese high school students. They teach Japanese as volunteers to foreign people who live in Tokyo. Robin is from America and Ailing is from China. Now they are *taking a break.

Robin : Thank you very much for your help, Yukie and Haruto. You're very good teachers for us.

Ailing : Yeah, *thanks to your help, my new life in Tokyo is easier.

Yukie : We're very glad to hear that.

Haruto : You're welcome, Robin and Ailing. It's also a good chance for me to practice speaking English. *Just as English is not easy for me, I think Japanese is hard for foreign people.

Robin : Yes. I've lived here in Tokyo for more than three years. So speaking Japanese and understanding spoken Japanese are not so difficult for me now. But reading and writing Japanese are still hard. There are three kinds of *characters in Japanese.

Haruto : Do you mean hiragana, katakana, and kanji?

Robin : ①That's right. And many kanji are read in two or more ways. It's very hard for me to learn how to use kanji.

Yukie : ②I understand, Robin. In English, only the *alphabet is used.

Haruto : Ailing, you use only kanji in Chinese, right?

Ailing : Yes. We use only kanji when we write in Chinese. So students in China have to learn a lot of kanji.

Haruto : ③I can *imagine that is very hard. I'm not good at learning kanji.

Robin : Are loanwords also written in kanji in Chinese, Ailing?

Haruto : Loanwords? What are they?

Robin : Well, loanwords are words taken into one language from another language. I think katakana is very useful for writing loanwords.

Haruto : ④I see. Thank you, Robin. There are many loanwords in Japanese. We usually use katakana when we write them in Japanese. I've never thought about how *convenient katakana is. Oh, I'm sorry, Ailing. What about loanwords in Chinese?

Ailing : We also have loanwords in Chinese. When we write them in Chinese, We use kanji that have *similar *pronunciations or *suitable meanings.

Yukie : Similar pronunciations? Tell us more, Ailing.

Ailing : OK. For example, the word “*Olympic” is written like this.

奥林匹克

Haruto : Wow, that's very interesting! How do you *pronounce it?

Ailing : We pronounce it “*Aolinpike.”

Yukie : ⑤It really sounds like Olympic!

Ailing : Then what about this?

足球

Haruto : Foot and ball? Oh, that's football, or soccer!

Ailing : That's right. This is an example of using a suitable meaning.

Yukie : Wow, that's very interesting. Learning languages is really exciting.

Robin : ⑥Learning a foreign language is learning about a country's culture, too.

Haruto : I agree. OK, everyone, let's start again.

Everyone : OK. Let's.

注	take a break 休憩する	thanks to ~ ~のおかげで
	just as ~ ~であるように	character 文字
	alphabet アルファベット	imagine 想像する
	convenient 便利な	similar 似ている
	pronunciation 発音	suitable ふさわしい
	Olympic オリンピック	pronounce 発音する
	Aolinpike アオリンピク（中国語での発音）	

問1 ①That's right. の内容を、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。

For me, reading and writing Japanese are hard because .

- ア many kanji are read in two or more ways
- イ there are three kinds of characters in Japanese
- ウ I have lived in Tokyo for more than three years
- エ I have never learned hiragana, katakana, or kanji

問2 ②I understand, Robin. の内容を最もよく表しているのは、次のうちではどれか。

- ア Reading and writing Japanese are not easy for foreign people like Robin.
- イ Many foreign people who live in Tokyo are not so good at learning Japanese.
- ウ Learning kanji which are read in two or more ways is not hard for Japanese people.
- エ Speaking Japanese and understanding spoken Japanese are not so difficult for foreign people like Robin.

問3 ③I can imagine that is very hard. を、次のように書き表すとすれば、の中に、どのような1語を入れるのがよいか。

I can imagine it is very hard to so many kanji.

問4 ④I see. の内容を最もよく表しているのは、次のうちではどれか。

- ア Loanwords are also written in kanji in Chinese.
- イ Robin thinks there are many loanwords in Japanese.
- ウ Words we take from foreign languages are called loanwords.
- エ When we write loanwords in Japanese, katakana is usually used.

問5 ⑤It really sounds like Olympic! とあるが、このときの Yukie の様子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。

Yukie was .

- ア sad because she didn't know how to say "Olympic" in Chinese
- イ glad because she learned the way to write "Olympic" in Chinese
- ウ happy because she learned a lot of examples like "Olympic" from Ailing
- エ surprised because the Chinese and English pronunciations of "Olympic" were similar

問6 ⑥Learning a foreign language is learning about a country's culture, too. 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。

When we learn a foreign language, .

- ア we also have to think about our own culture
- イ foreign people can learn Chinese culture, too
- ウ we can also understand part of another culture
- エ foreign people living in Tokyo will be happy, too

問7 次の文章は、Haruto が英語の授業で行ったスピーチの一部である。 (A) 及び (B) の中にそれぞれ
入れる語句の組み合わせとして正しいものは、下のうちではどれか。

I sometimes teach Japanese to foreign people who live near here. I can learn many interesting things through this experience. Have you ever thought that (A) is convenient? We can write loanwords in it. But in Chinese, only kanji is used. When Chinese people write loanwords in Chinese, they use kanji that have similar pronunciations or suitable meanings. For example, “足球.” This is an interesting example of using (B) . Can you imagine what this means? It means “soccer.” I teach Japanese, but I learn a lot. Thank you.

- | | |
|----------------|-----------------------------|
| ア (A) katakana | (B) a suitable meaning |
| イ (A) hiragana | (B) a similar pronunciation |
| ウ (A) hiragana | (B) a suitable meaning |
| エ (A) katakana | (B) a similar pronunciation |

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	
問6	
問7	

◆ 問題 ◆ 20 - 3 - 17

次の英文を読んで、あとの問1～問5の問いに答えなさい。

(神奈川県 2008年度)

Bob, Ai and Naoto are high school students. Bob came from Australia. One Sunday morning, they were walking in Sakura Park near their school. There they saw an old man sitting on a *bench. His name was David Brown. He looked very sad. When he saw them, he suddenly *stood up and talked to them.

Mr. Brown: Excuse me. I'm David Brown. I came from Australia last year. I live near here. Are you students of Sumire High School?

Bob: Yes, we are. I'm Bob. I came from Australia, too. This is Naoto and this is Ai. What can we do for you?

Mr. Brown: Did you see a little dog around here?

Ai: What color is the dog?

Mr. Brown: Black and white. She is six months old. Her name is Chacha. She comes to you when you call her name. She is very nice to people.

Bob: I didn't see a dog like that. Did you see her, Naoto?

Naoto: No, I didn't.

Ai: Did she *run away?

Mr. Brown: Yes. I came to this park two days ago with Chacha. I carried her in a bag and tried to *put a *leash on her. She didn't like the leash. Suddenly she *ran away. Since then I have not seen her. Yesterday I walked around here all day but I couldn't find her.

Naoto: Let's find Chacha for Mr. Brown.

Bob and Ai: Yes!

Ai: I have a good idea. Let's put the message, "Mr. Brown is looking for his dog," on the Internet.

Bob: I don't think it's a good idea *in this case. I know the Internet is *useful, but people who don't use the Internet won't see the message. I think Chacha is around here. Do you have any ideas?

Naoto: Well ... How about going to *the police?

Bob: Naoto, we are looking for a dog! We are not looking for a bag or money. We should send a message to many people living in this town.

Ai: Let's make *posters and put them in our school and *the town hall. Many people will see them.

Bob: That's a good idea! Let's talk to our teacher about it.

Mr. Brown: Oh, thank you. You are kind.

Naoto: Do you have a picture of Chacha?

Mr. Brown: Yes, I have a nice picture of her here.

He *took the picture out of his pocket and *handed it to Naoto. Bob, Ai and Naoto looked at the picture.

Ai: She is so *cute!

Mr. Brown: She had big white *ears.

Naoto: Can I use this picture? And may I have your *telephone number? We should put them on the posters.

Mr. Brown: Sure. This is my telephone number.

Bob: We will do everything we can do for you. Please wait for a few days. I hope you can see her soon.

Bob, Ai and Naoto went to Bob's house, and made many posters.

On Monday, they got their teacher's *permission and put the posters in all the classrooms in their school. They also put them in the town hall.

The next day, Mr. Brown got some *information in the morning. He got these three *phone calls.

1. A boy saw Chacha near Sumire High School on Friday evening.
2. A woman saw Chacha at Namiki Station on Sunday morning.
3. A man saw Chacha in Sakura Park on Sunday afternoon. He gave her some food.

In the afternoon, Mr. Brown got another phone call.

Mr. Brown: Hello.

Takashi: Hello, my name is Takashi. I am a student of Sumire High School. I found a little dog near my school two days ago. The dog has been in my house since then. This morning I saw the poster at school. I think the dog is your dog. She has big white ears. When I say "Chacha", she comes to me. I wanted to find her family soon but I didn't know what I should do.

Mr. Brown: Oh, thank you. Thank you very much, Takashi. May I go to your house and get my dog now?

Takashi: Of course, please come. Chacha will be very happy to see you again.

bench ベンチ stood up 立ち上がった run away 逃げる put~on ... ~を...につける
 leash 犬などをつなぐひも ran away 逃げた in this case 役所 useful 役に立つ
 the police 警察 posters ポスター the town hall 役所
 took~out of his pocket ポケットから~を取り出した handed~to ... ~を...に手渡した
 cute かわいい ears 耳 telephone number 電話番号 permission 許可
 information 情報 phone calls 電話

問1 本文の内容に合うように、次の書き出しの英語に続けるのに最も適するものを1~4の中から一つ選び、その番号を書きなさい。

When Bob, Ai and Naoto saw an old man in the park on Sunday, ...

1. the man talked to them to get some information about his dog.
2. the man was playing with a cute little black and white dog.
3. the man looked sad because the police didn't help him.
4. the man stood up and asked Bob about Australia.

問2 本文の内容に合うように、次の質問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。

What did Bob, Ai and Naoto do to help Mr. Brown?

1. They put Mr. Brown's message and his telephone number on the Internet.
2. They made posters about his dog and put them in their school and the town hall.
3. They asked all the students at school about his dog and they went to the police with Mr. Brown.
4. They walked around the town, found the dog and called Mr. Brown.

問3 本文の内容に合うように、次の質問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。

What can we say about Mr. Brown's dog?

1. Her name is Chacha. She is black and white and six years old.
2. On Friday, she ran away and in the evening she was seen near Sumire High School.
3. A woman saw her at Namiki Station on Saturday. She has been with Chacha since then.
4. A boy found her near Sumire High School and called Mr. Brown on Monday.

問4 本文の内容に合うものを1~4の中から一つ選び、その番号を書きなさい。

1. Takashi wanted a dog and he was happy when he found Chacha. So he didn't call Mr. Brown for two days.
2. Bob thought that the Internet was useful this time because many people use it.
3. Making posters for Mr. Brown was Ai's idea. Naoto liked her idea, but Bob didn't agree.
4. Naoto thought that he needed to put a picture of Chacha and Mr. Brown's telephone number on the posters.

問5 次の 中の英文は、Mr. Brown が Chacha を引き取りに行ったあとで Bob, Ai, Naoto に送った E メールです。本文の内容に合うように、英文中の (①), (②) 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。

Hi, Bob, Ai and Naoto.

Chacha is back!

She was staying with Takashi. He is a Sumire High School student. He saw a poster you made and called me this evening. He gave food to Chacha. Now she looks happy with me.

Thank you very much. You are so kind. You helped me a lot. You did many things for me.

Bob, Ai and Naoto, I want all of (①) (②) come to my house to see Chacha because you have never seen her. I'm waiting for you with Chacha.

See you,
David Brown

◆ 解答用紙 ◆

問1				
問2				
問3				
問4				
問5	①		②	

◆ 問題 ◆ 20 - 3 - 18

次の英文を読んで、あとの問1～問6の問いに答えなさい。

(新潟県 2008年度)

Akiko is a high school student in Niigata. Now she is talking to her English teacher Mr. Brown about her trip.

Akiko : I am going to Seattle with my father and mother this summer vacation.

Mr. Brown : Oh, really? I am from Seattle. Do you have any plans there?

Akiko : We are going to see my brother Michio. He ^A there to study six months ago.

Mr. Brown : Well, ^B there?

Akiko : We will stay there for five days. I have never ^C to a foreign country. May I ask you some questions?

Mr. Brown : What do you want to know?

Akiko : What is the weather like? Is it hot in summer?

Mr. Brown : It is not very hot. And it is dry in summer. The weather is different between Seattle and Niigata.

Akiko : Then, how about food?

Mr. Brown : Seattle is near the sea, so you can eat delicious seafood dishes. In the market you can eat different kinds of fruits. You can also drink the Seattle coffee. It smells very good.

Akiko : ^E I really want to try all of them.

Mr. Brown : What places will you visit?

Akiko : We have not decided yet. I want to go to a lot of places.

Mr. Brown : There are many good places to visit in Seattle. You can find (^F) places on the Internet and in books.

Akiko : I will. Then, ^G a plan about our trip before we go to Seattle.

Mr. Brown : You should think about the time difference when you go there.

Akiko : What is the time difference between Japan and Seattle?

Mr. Brown : Sixteen hours in summer. , when it is 17:00 in Japan on August 2, it is 1:00 in Seattle on the same day.

Akiko : That is interesting.

Mr. Brown : Flight time from Japan to Seattle is about nine hours. Then, if you leave Japan at 17:00 on August 2, (^I) will you get to Seattle?

Akiko : Well, when it is 17:00 in Japan, it is 1:00 in Seattle. The flight time is about nine hours. So I will get there about 10:00 on August 2. Wow, I can have the same day again! It is like taking a time machine.

Mr. Brown : That's right, but be careful about jet lag. Some people feel sick because of the time difference. I hope you will enjoy your trip to Seattle.

Seattle	シアトル (アメリカ合衆国の都市)	plan	計画	dry	乾燥した
seafood dishes	シーフード料理	market	市場	fruit	果物
smell	香りがする	decide	決める	time difference	時差
time machine	タイムマシン	jet lag	時差ぼけ	because of~	~の原因で
				coffee	コーヒー
				flight	飛行

問1 文中のA, Cの の中の語を、それぞれ最も適当な形に直して書きなさい。

問2 文中のB, Gの の中の語を、それぞれ正しい順序に並べ替えて書きなさい。

問3 文中のD, Hの の中に入る最も適当なものを、次のア～エからそれぞれ一つずつ選び、その符号を書きなさい。

- | | | |
|---|------------------------|-------------------------------|
| D | ア Thank you very much. | イ Yes, of course. |
| | ウ You cannot do that. | エ You should ask your family. |
| H | ア For example | イ By the way |
| | ウ Excuse me | エ First of all |

問4 下線部分Eについて、明子 (Akiko) がしてみたいことを、三つ日本語で書きなさい。

問5 文中のF, Iの () の中に入る最も適当な語を、次のア～エからそれぞれ一つずつ選び、その符号を書きなさい。

- | | | | | |
|---|--------|---------|--------|---------|
| F | ア it | イ they | ウ this | エ these |
| I | ア what | イ where | ウ when | エ which |

問6 本文の内容に合っているものを、次のア～エから一つ選び、その符号を書きなさい。

- ア Akiko learns that Seattle is as hot and dry as Niigata in summer.
- イ Akiko is happy to go to Seattle to see her father and mother.
- ウ Akiko must take a time machine to go from Japan to Seattle.
- エ Akiko is interested in the time difference between Seattle and Japan.

◆ 解答用紙 ◆

問1	A		C	
問2	B			
	G			
問3	D		H	
問4	.			
	.			
	.			
問5	F		I	
問6				

◆ 問題 ◆ 20 - 3 - 19

友子 (Tomoko)さんとアメリカからの留学生のエレン (Ellen)さんとの対話文を読んで、あとの問いに答えなさい。

(富山県 2008年度)

Tomoko: My *grandmother's birthday is coming soon. I want to give her a birthday present. I don't know ①(to / her / buy / for / what). Do you have any good ideas?

Ellen: Well, how about a concert ticket?

Tomoko: She likes concerts very much. I think a concert ticket is a good present. But do you have a better idea? I want to give her a *surprising present.

Ellen: I don't know anything about your grandmother. ②

Tomoko: OK. She lives with my *grandfather in Kanazawa City. Every Saturday my father, my mother, my brother and I go to their house and eat dinner together. My grandfather likes reading books, and he doesn't talk so much. But my grandmother likes talking very much. So she talks a lot during dinner.

Ellen: What does she talk about?

Tomoko: She tells us about concerts, her friends, and flowers around their house. Her talk is very interesting. When my brother and I tell her about our school, friends, and *club activities, she (③) to us with a smile. We always have a very good time.

Ellen: Oh, I see... I have a better idea. I think a *doll is a nice present.

Tomoko: A doll? Why? She has many dolls, and it's not a surprising present.

Ellen: Don't you think a doll that can talk is a good present for her? She will be surprised to know that the doll can talk.

Tomoko: Is there a doll that can talk?

Ellen: Yes, there is. A computer is in it. You *set the date, the time, and your grandmother's birthday on it. After that, it says, "Good morning," "Good night," "Happy birthday," "I like you very much," "I want to go out and play," and so on.

Tomoko: Sounds interesting! She will be surprised and love it. Can I buy such a doll?

Ellen: Yes. My friend has one. We can buy it at big *toy shops.

Tomoko: Do you know how much it is?

Ellen: Yes. About 10,000 yen.

Tomoko: Too expensive. I don't have *enough money. But I want to get it and give it to her. I will ask my brother to buy it with me. We can buy it together. I hope it will make her happy.

Ellen: I hope so, too. Tomoko, you are very kind to her. Now I remember my grandmother in America. I will write a letter to her soon.

注 grandmother 祖母 surprising 驚かせるような grandfather 祖父
club activity 部活動 doll 人形 set セットする toy おもちゃ enough 十分な

(1) ①の () 内の語を、意味が通るように並べ替えなさい。

(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 Does she live with you?

イ Do you know when her birthday is?

ウ Can I tell you about her?

エ Will you tell me about her?

(3) (③)に入る最も適切な語を、次のア～エから1つ選んで記号で答えなさい。

ア talks イ listens ウ hears エ tells

(4) 本文の内容と合うものを、次のア～エから1つ選んで記号で答えなさい。

ア 友子さんは、誕生日のプレゼントとして、コンサートのチケットを祖母に贈ろうと思っている。

イ 友子さんは、エレンさんが持っているような話をする人形を祖母に贈ろうと思っている。

ウ 友子さんは、祖母の誕生日のプレゼントとして、話をする人形を買いたいと思っている。

エ 友子さんは、話をする人形は高価なので買うつもりはなく、他によいプレゼントはないかを考えている。

◆ 解答用紙 ◆

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

◆ 問題 ◆ 20 - 3 - 20

次の対話文を読んで、あとの各問に答えなさい。

(石川県 2008年度)

Takuya and Koji are junior high school students. Ron is a new English teacher. They have just finished eating lunch in their classroom.

Ron : Takuya, many students said, "Itadakimasu," before eating lunch. What does it mean?

Takuya : I think it means "I'll begin eating."

Koji : Yes, but itadakimasu also means "thanks."

Ron : Oh, really? Please tell me more.

Koji : When we say, "Itadakimasu," we thank nature, especially animals and vegetables, because they become food for us. We also thank the people who raise them and the people who make meals for us. My mother said so when I was a little child.

Ron : Do you usually say it before meals at home?

Takuya : Yes, but I didn't know it meant so many things. I thought it was just a custom.

Ron : How about you, Koji?

Koji : My family says it. When I eat meals with my family, I say it, too. When I eat alone, I sometimes say it in my mind. Do you say anything before eating?

Ron : No, I don't, because there is no English word which means "itadakimasu." But some people pray before eating.

Takuya : Do you pray, Ron sensei?

Ron : No, but my parents often said to me, "You should eat everything even if there is some food you don't like."

Koji : Oh! Your parents are like my parents.

Ron : Today I learned what itadakimasu means. I think it is a very good word. I'll say it next time.

Takuya : Ron sensei, do you like Japanese food? Would you like to come to my house to have dinner?

Ron : I like Japanese food. Thank you very much.

注 nature 自然 especially 特に vegetables 野菜 raise 育てる meals 食事
 custom 習慣 mind 心 pray 祈る even if ~ たとえ~でも

問1 文中の , の中に入る英語として、次のア～エから最も適切なものをそれぞれ1つずつ選び、その符号を書きなさい。

A ア That's too bad.

イ I'm ready.

ウ I see.

エ She was.

B ア My parents usually say, "You should eat every meal with us."

イ My parents usually say the same thing.

ウ My parents don't say, "Itadakimasu," before eating.

エ My parents don't say such a thing.

問2 浩二 (Koji) さんはお母さんから、「いただきます」は何に対する感謝の言葉だと教わりましたか。日本語で3つ書きなさい。

問3 ロン (Ron) 先生は、食べ始めるときに何も言わない理由を何と言っていますか。日本語で書きなさい。

問4 ロン先生の両親は、食事に関して何と言っていましたか。日本語で書きなさい。

問5 数日後、ロン先生は拓也 (Takuya) さんの家に行き、家族と一緒に食事をしました。次の(1), (2)について、食事中の二人の会話になるように、それぞれの下線部にあてはまる適切な英文を書きなさい。

(1) Takuya : _____

Ron : No, I haven't eaten it before. This is the first time. It is very good.

(2) Takuya : _____

Ron : No, thank you. I've had enough.

Takuya : Then, let's say, "Gochisosama."

◆ 解答用紙 ◆

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

◆ 問題 ◆ 20 - 3 - 21

放課後、Baker 先生と英会話クラブの生徒たちが、ロボット (robot) について話をしている。英文を読んで、あとの問いに答えよ。

(福井県 2008 年度)

Ken : Yesterday I watched news on TV. It was interesting.

Mr. Baker : What kind of news was it?

Ken : The reporter said that scientists have invented a new suit. They worked very hard for a long time and made it. They call it a "robot suit." It is a new kind of robot.

Aya : A robot suit? It sounds like something from a science fiction movie.

Ken : It does, but soon we can use one in life, although it's expensive. When you wear this suit, it will make your arms and legs stronger. It will be easier for a person to carry very heavy things.

Shin : I want to be a nurse when I become an adult. There are a lot of difficult things to do when we take care of sick people who cannot move. I want to use this kind of suit in the hospital. It will be very useful when I carry a sick person from one bed to another.

Ken : That's right. It will be very important soon.

Mark : My grandmother has some problems with her legs, and she cannot walk well now. Will this suit also help her?

Ken : Yes, elderly people can walk well if they wear this suit. The original idea of this robot suit is to help elderly people.

Aya : Are there any other kinds of robots?

Mr. Baker : A good question. Everyone, what do you think? Have you ever heard about other robots around us?

Emi : There are many industrial robots. They make many things we use in our lives. The robots can make them in a short time, so they're very useful.

Shin : There's a robot that is like a police officer. It has a camera and walks around a building at night. If it finds a dangerous person or fire, it tells us about the danger.

Yumi : You can get robots that are like dogs or cats. They move like real animals. But they never become sick. We don't have to take them to the park. We don't have to give them food, either. They're good.

Emi : I've heard about them. Some of them know hundreds of easy words.

Jun : I've heard about robots that can move just like us. Some can walk, run or dance. Others can remember our faces and voices and talk to us. People living alone can have a good time with them.

Mr. Baker : I'm surprised because you know many kinds of robots. They can help us and make our lives better. I think robots will be more useful, and I hope they will become our friends. Why don't you surf the Internet to know more about robots? When you have finished doing it, please write a report about the robots. I want you to tell us about it at the next meeting.

注 suit スーツ wear～ ～を身につけている leg (s) 脚

問1 ロボットスーツの内容に合うものを、次の a ～ e の中から2つ選び、記号で答えよ。

- a. Inventing a robot suit didn't take much time.
- b. People don't need much money to buy a robot suit.
- c. A robot suit was made only in a science fiction movie.
- d. People wearing a robot suit can carry something heavy.
- e. Elderly people can use a robot suit to walk well.

問2 ロボットスーツを将来使いたいと考えているのはだれか。英語で書け。また、その人はロボットスーツをどのように使いたいと述べているか。その使い方を日本語で書け。

問3 ペットのようなロボットについて、最初に話をし始めたのはだれか。英語で書け。

問4 Jun が知っている2種類のロボットについて、それぞれどのようなことができると述べられているか。それぞれ日本語で書け。

問5 Baker 先生は、この話し合いのあとで、生徒たちにしてほしいことを述べている。その内容を日本語で書け。

◆ 解答用紙 ◆

問1		
問2	名 前	
	使い方	
問3		
問4	.	
	.	
問5		

◆ 問題 ◆ 20 - 3 - 22

ニューヨーク (New York) に住む大学生のトム (Tom) さんは、初めて日本を訪れ、健さんの家に一晚ホームステイ (homestay) をすることになりました。夕食の後、健のお母さんがトムさんの寝る部屋に案内します。次の3人の会話文を読んで、各問いに答えなさい。

(長野県 2008年度)

Mother : It's time to go to bed, now. Tom, please sleep in this room. Ken, *prepare あ the futon for him.

Tom : *No problem. I can do it *myself.

Mother : Oh, do you know the word "futon"?

Tom : ① I use a futon every day in New York.

There are many futon shops in my city.

Ken : Really? People in America use futons, too! Do you need my help?

Tom : No, I don't. ② (starting to prepare it)

Mother : ③ Oh, Tom, stop! What are you doing?

Tom : I can't open い this futon to make it *flat....

Ken : No! Look! That is the futon.

Tom : What? う That's not the futon. This is the futon.

Mother : Let me see.... Is a *sofa called a "futon" in America?

Tom : Oh, this is not a futon. I'll show you what a futon is in America. Can I use the Internet?

Ken : Sure. Here's a computer.

Tom : Thanks. (*typing "futon" into an *American search site)

See! This is a good one. This video shows us how to use a futon in America.

Mother : Wow! A sofa *changes *easily into a bed!

Tom : We usually sit on a sofa. But a futon is used for ④ (sit) and sleeping.

Ken : Your futon can also make more *space in a room when you are not using it to sleep.

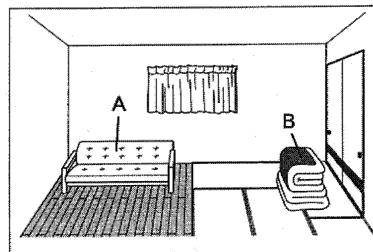
Mother : Now I see. Well, Ken, open え the futon for him.

Tom : Thank you very much.

Ken : We use ⑤ *both in Japan and in America, but it means ⑥ .

That's interesting!

絵 トムさんの寝る部屋



注 prepare 準備する no problem いいえ, おかまいなく myself 自分で flat 平らな sofa ソファ typing ← type 入力する American search site アメリカの検索サイト change(s) 変わる easily 簡単に space 空間 both~and... ~と...との両方

問1 会話文中の ① と ② に当てはまる最も適切な英文を、それぞれ次のア～エから1つずつ選び、記号を書きなさい。

① ア See you. イ Tell me. ウ Yes. エ No.

② ア Please help me. イ I'll do it. ウ You can help me. エ I'm sorry.

問2 下線部③の健のお母さんの気持ちとして最も適切なものを、次のア～エから1つを選び、記号を書きなさい。

ア ふとんを敷くことは健に頼んだので、やめさせたい。

イ まだ寝るには早いので、今、ふとんを敷くことはやめさせたい。

ウ 健の部屋で寝てもらったことにしたので、ふとんを敷くことをやめさせたい。

エ ふとんを敷くこととは違うことをしているので、やめさせたい。

問3 下線部④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4 会話文の内容について、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、それぞれ会話文中から最も適切な語を1語ずつ抜き出して書きなさい。

(a) Did Ken know about futons in America before Tom's homestay?

— () , he () .

(b) What is the difference between a futon in America and a futon in Japan?

— A futon in () is () as a sofa and a bed.

問5 下線部 あ , い , う , え の中で、絵の中にあるBを指しているものを3つ選び、記号を書きなさい。

問6 会話文全体の流れに合うように、⑤ と ⑥ に当てはまる最も適切な語句を、それぞれ次のア～エから1つずつ選び、記号を書きなさい。

ア different things

イ difficult things

ウ the same word

エ the wrong word

問7 トムさんが帰国してから、健さんは手紙を送りました。まもなくトムさんから返信の手紙が届きました。左の会話文と【トムさんからの手紙】をもとに、次の各問いに答えなさい。

(a) 健さんが送った手紙の中で、トムさんに質問したと考えられる英文として、適切なものを次のア～カから2つ選び、記号を書きなさい。

- ア How many students are there in your class?
- イ Do many students in your class use futons ?
- ウ Where was the first futon used in America?
- エ Why do you call it a “futon” in America?
- オ How long have you used your futon at home?
- カ Do your mother and father like futons in America?

(b) 【トムさんからの手紙】にある下線部の内容を、より具体的に表している英文を、会話文中の健さんの言葉より1文選び、その先頭の語句を2語書きなさい。

【トムさんからの手紙】

October 15
Dear Ken,
Thank you for your letter. I'll answer your questions.
About 50% of the students in my class use futons. We think <u>futons are more useful than beds.</u>
A *cotton mattress in America came from the idea of the Japanese futon and it was called a “futon” in America. It has become popular because it's *softer and *cheaper than a bed. Now it has a *frame, but it's still called a “futon”.
I've used a bed, a futon in America, and a futon in Japan. I like them all.
Your friend, Tom

- 注 cotton mattress 芯が綿のマットレス
 soft(er) 柔らかい
 cheap(er) 値段が安い
 frame 枠組み

◆ 解答用紙 ◆

問1	①		②	
問2				
問3				
問4	(a)	(), he ().		
	(b)	A futon in () is () as a sofa and a bed.		
問5				
問6	⑤			⑥
問7	(a)			
	(b)			

◆ 問題 ◆ 20 - 3 - 23

次の英文は、アメリカからの留学生のトム (Tom) と中学生の由紀 (Yuki) との会話である。この英文を読んで、問1～問6の問いに答えなさい。

(静岡県 2008年度)

(Tom and Yuki are walking in a park.)

Tom: Oh, this is great! A lot of cherry blossoms are falling on us.

Yuki: Wow! This is very beautiful hana-fubuki.

Tom: What (㉔) you say? Hana-what? I know hana means 'blossom.'

Yuki: I said fubuki. Fubuki is 'snow in the wind.' Cherry blossoms [ア sky イ falling ウ the エ look オ from] like snow in the wind, so we call it hana-fubuki.

Tom: Oh, I see. I've learned a new Japanese word. Thank you, Yuki.

Yuki: You're welcome. Oh, A , is this your first time to see cherry blossoms?

Tom: No. I've seen them in Washington, D.C. There are many cherry trees there.

Yuki: Really? (㉕) are they in Washington, D.C.?

Tom: Because the city of Tokyo sent about 3,000 cherry trees to Washington, D.C. Well, B ... I think it was in 1912. Those cherry trees were a sign of friendship between Japan and America.

Yuki: I didn't know that.

Tom: After some years, the Cherry Blossom Festival began in Washington, D.C. When I was a child, my parents took me to the festival every spring.

Yuki: I see.

Tom: OK. The festival is two weeks long. Many people visit the festival, and they enjoy beautiful cherry blossoms and many festival events.

Yuki: Are there any events about Japan?

Tom: Oh, yes. People from Japan show us old and new things about Japan. Kimono, ikebana and video games, C . We can learn about Japanese culture.

Yuki: That's nice. The festival sounds fun.

Tom: It really is. You'll believe it if you visit Washington, D.C. and join the festival.

(注) cherry : 桜 blossom(s) : 花 Washington, D.C. : ワシントン市 sign : しるし
friendship : 友好 event(s) : 催し

問1 本文中の (㉔), (㉕) の中に補う英語として、それぞれア～エの中から最も適切なものを1つ選び、記号で答えなさい。

- (㉔) ア did イ do ウ will エ would
(㉕) ア What イ When ウ Where エ Why

問2 本文中の[]の中のア～オを、意味が通るように並べかえ、記号で答えなさい。

問3 会話の流れが自然になるように、本文中の A～C の に補う英語として、次のア～エの中から最も適切なものを1つずつ選び、記号で答えなさい。

- ア for example イ by the way ウ first of all エ let me see

問4 本文中の で、由紀は、トムの話している祭りについて、もっと知りたいという気持ちを伝えている。その気持ちを表現する英文を書きなさい。

問5 本文の内容と合う英文になるように、次の の中に補うものとして、本文中から最も適切な部分を抜き出さなさい。

Washington, D.C. has a festival called the Cherry Blossom Festival in spring. In the festival, many people enjoy cherry blossoms and a lot of events, and they also have a chance to .

問6 本文中の下線部と同じ内容を表す英文として、次のア～エの中から最も適切なものを1つ選び、記号で答えなさい。

- ア You'll need a lot of time to understand the festival better.
イ Washington, D.C. is one of the best cities to enjoy cherry blossoms.
ウ You should see the festival with your own eyes to know the fun of it.
エ Visiting the festival is the best way to know about Washington, D.C.

◆ 解答用紙 ◆

問1	㉔		㉕	
問2				
問3	A		B	C
問4				
問5				
問6				

◆ 問題 ◆ 20 - 3 - 24

次の対話文を読んで、あとの各問いに答えなさい。

(三重県 2008 年度)

(Akira is calling now.)

Jane: Hello, this is Jane.

Akira: Hi, Jane. This is Akira Nakamura, your father's friend. (①)

Jane: I'm sorry. My father isn't at home now. Would you like to leave a message?

Akira: Yes, please. Can you write down a message?

Jane: Sure. Please wait. I have to get a pen.

Akira: OK.

Jane: Now I have a pen. What is your message?

Akira: I want him to get to the restaurant at about twelve thirty tomorrow. I also want him to bring some books written about Canada then.

Jane: I see. (②) I'll tell him.

Akira: Thank you, Jane.

Jane: You're welcome. Goodbye.

Akira: Goodbye.

注 leave a message 伝言をする message メッセージ, 伝言 write down～ ～を書き留める

問1 ①, ②に入る最も適当なものをそれぞれア～エから1つずつ選び、その記号を書きなさい。

①

ア. Can you talk about me?

イ. Shall we call your friend?

ウ. May I speak to your father?

エ. Would you like to tell Jane?

②

ア. When I get to the restaurant,

イ. When your father leaves the message,

ウ. When you bring the books,

エ. When my father comes home,

問2 下線部に Can you write down a message? とあるが, Akira は Jane の父親へのメッセージとしてどのようなことを Jane に話したか, 日本語でその内容をすべて書きなさい。

問3 対話文の内容に合っているものをア～エから1つ選び、その記号を書きなさい。

ア. Jane called Akira for her father.

イ. Jane's father wasn't at home when Akira called.

ウ. Akira gave Jane a pen when he called.

エ. Akira didn't understand Jane's message.

◆ 解答用紙 ◆

問1	①		②	
問2				
問3				

◆ 問題 ◆ 20 - 3 - 25

次の英文は、有紀さんとアメリカ出身のグリーン先生 (Mr. Green) との会話です。これを読んで、後の問1～問9の問いに答えなさい。

(滋賀県 2008 年度)

Mr. Green : Welcome back, Yuki. (①) was your trip to Australia?

Yuki : It was wonderful. I stayed with a host family for a week. Here is a picture.

Mr. Green : Oh, everyone looks so happy.

Yuki : Yes. The girl next to me is Jane.

Mr. Green : You mean the girl holding the cat?

Yuki : That's right. We quickly became friends.

Mr. Green : Great. Please tell me more.

Yuki : Sure. On the first day, speaking English was difficult for me, and ②I 【should / I / know / talk about / didn't / what】 with my host family. I felt sad and wanted to go home.

Mr. Green : I see. What changed you?

Yuki : The next day, Jane and I played tennis together. We talked about sports in easy English. That night I cooked Japanese food for Jane's family and they enjoyed it. I was happy because my host family and I could understand each other a little. After that I tried hard to speak English.

Mr. Green : You did a good job! I know how you felt. I felt the same on my first trip to Japan. <あ>

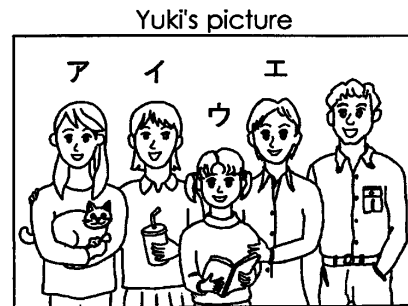
Yuki : I've learned that we don't have to worry too much about differences in language and culture. People all over the world have a lot of things in common. <い>

Mr. Green : That's true.

Yuki : I also learned ③a very simple but important thing.

Mr. Green : Oh, what is it?

Yuki : In Australia the people I met always said hello to me with a smile. That made me happy. I also found that my host family often said thank you to each other. Saying hello and thank you is good for communication. Now I'd like to say these words to people around me more often.



Mr. Green : That's nice. In America my parents always told their children to say please and thank you to others. They called these words magic words. For example, if I said, "Give me juice," my mother said, "What's the magic word?" Then, I had to say, "Juice, please," or "(④) have some juice, please?"

Yuki : My parents also told me to greet others when I was a little girl. <う>

Mr. Green : I love Japanese greetings. My favorite ones are ittekimasu and itterasshai. It's nice to hear these words from people living near me. I feel these greetings make a warm connection between people. <え>

Yuki : I agree. I'm going to send Jane ⑤a card to say thank you. I really want to write a good message.

Mr. Green : Good. Why don't you write the things you learned in Australia? I think Jane will like it.

Yuki : Nice idea! Thank you.

注 each other 互いに did a good job よくやった in common 共通に
magic 魔法の greet あいさつする greeting(s) あいさつ connection つながり

問1 (①), (④)に入る最も適当なものを、それぞれア～エから1つ選びなさい。

① ア How イ When ウ Why エ What

④ ア Will you イ Can you ウ Shall I エ May I

問2 有紀さんは写真の中のどの人物ですか。最も適当な人物を、ア～エから1つ選びなさい。

問3 下線部②が次の意味を表すように、【 】内の語を並べかえなさい。

『私はホストファミリーと何を話したらよいか、わからなかった。』

問4 次の英文を入れるのに最も適当な場所を、本文中の<あ>～<え>から1つ選びなさい。

For example, many people love sports, music and good food.

問5 下線部③の具体的な内容を示す最も適当な英語1文を、本文から抜き出さなさい。

問6 下線部⑤のカードに、グリーン先生はどのようなことを書くよう有紀さんに言いましたか。日本語で答えなさい。

問7 次の(1), (2)の問いに対して, 3語以上の英文で答えなさい。

- (1) Did Yuki feel better on the second day of her stay in Australia?
- (2) What did Mr. Green's mother say if she wanted her children to say please?

問8 本文の内容に合っているものを, ア～エから1つ選びなさい。

- ア Finding a friend in Australia wasn't easy for Yuki because she stayed for only a week.
- イ Mr. Green didn't have any problems when he first came to Japan.
- ウ Yuki wants to say hello and thank you to other people more often than before.
- エ Mr. Green likes Japanese greetings, so he asked Yuki to teach him how to use them.

問9 線部の ittekimasu (行ってきます) というあいさつを, あなたはどんな時に言いますか。次の () に4語以上の英語を入れて, 英文を完成しなさい。

I say ittekimasu ().

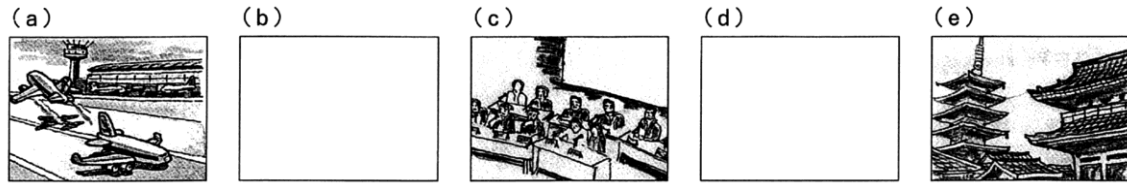
◆ 解答用紙 ◆

問1	①		④	
問2				
問3				
問4				
問5				
問6				
問7	(1)			
	(2)			
問8				
問9	I say ittekimasu			

◆ 問題 ◆ 20 - 3 - 26

下の英文は、留学生のジュディ (Judy) が高校生の太郎 (Taro) と交わした会話である。また、次の(a)~(e)は、ジュディが東京で行ったところを順に示した絵である。英文を読んで、問1~問4に答えよ。

(京都府 2008年度)



Judy : Hi, Taro. Here is a present from Tokyo for you. This is a shamisen music CD. I hope you will like it. I went to Tokyo during the summer vacation, because my father and mother came to Japan.

Taro : Oh, thanks. I like this kind of music. Why did they come to Japan?

Judy : My father came to Tokyo with my mother to join a meeting about environmental problems. I went to meet them at the airport. It was very crowded because it was Sunday. When I saw them, I was very happy.

Taro : That's great! I heard about the meeting held in Tokyo. By the way, where did you get this CD?

Judy : I went to the concert of this shamisen music group and bought it there. When we got to the hotel from the airport, we saw a poster for the shamisen concert. Then my father smiled and showed me the . He got them through the Internet. He knew that I was a big fan of the group. The concert was held that night.

Taro : You were lucky! That group often holds concerts, but it is difficult to get tickets. Did you go to the concert with your father?

Judy : Yes, I went there with both my parents. It was exciting to listen to the music. After the concert we went back to the hotel because we had to get up early for the meeting.

Taro : Did you go to the meeting, too?

Judy : Yes, I did. Two months ago my father called and told me about their visit to Japan. He invited me to the meeting because he was going to make a speech on the first day of the meeting. So he got permission for my mother and me to join the meeting. My mother and I only went to the first day of the meeting although it lasted for two days. On the second day of the meeting I went to an amusement park with my mother.

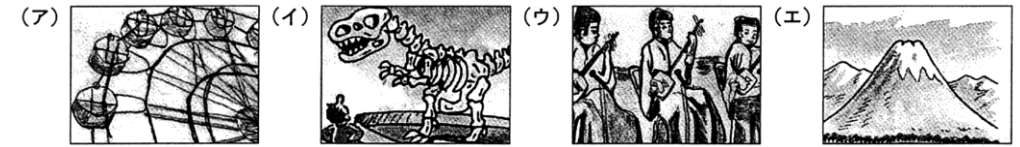
Taro : Did your parents leave Japan after the meeting?

Judy : No, they didn't. After two busy days of meetings my father wanted to visit a traditional place in Japan. So we visited a famous temple in Tokyo. On the next day I said goodbye to them at the hotel, and they left Japan by plane.

Taro : They sound like busy people.

by the way ところで poster ポスター invite 招待する permission for ~ to ... ~が...する許可

問1 本文の内容から考えて、(b)と(d)に入る最も適当なものはどれか、それぞれ(ア)~(エ)から1つずつ選べ。



問2 本文の内容から考えて、本文中の に入る最も適当な1語を、本文中から抜き出して書け。

問3 本文の内容から考えて、次の問いに対する答えの文が正しいものになるように、下の に入る最も適当な1語を書け。

What day did Judy's parents leave Japan?

答えの文 : They left Japan on .

問4 本文の内容に一致する英文はどれか、最も適当なものを、(ア)~(エ)から1つ選べ。

- (ア) Judy gave Taro a shamisen music CD because he asked her to buy it in Tokyo.
- (イ) Judy went to the shamisen music concert with her father and mother.
- (ウ) Judy joined the meeting about environmental problems with her father for two days.
- (エ) Judy went to the amusement park with her father because he wanted to go there.

◆ 解答用紙 ◆

問1	(b)	ア	イ	ウ	エ	(d)	ア	イ	ウ	エ
問2										
問3										
問4	ア	イ	ウ	エ						

◆ 問題 ◆ 20 - 3 - 27

次は、高校生の和男 (Kazuo)、オランダからの留学生のテレサ (Teresa)、青木先生 (Mr. Aoki) の3人が交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

(大阪府 前期 2008 年度)

Mr. Aoki : Hi, Teresa and Kazuo. What are you talking about?
 Kazuo : Good afternoon, Mr. Aoki. We're talking about the pictures Teresa brought for me. Her grandfather sent them to her.
 Teresa : Yes. I asked my grandfather in Holland ① some pictures to me. He lives in a town with windmills.
 Mr. Aoki : Please show me. Wow, beautiful!
 Teresa : In his letter, he said he took a lot of pictures for me on Windmill Day.
 Kazuo : Windmill Day? What's that?
 Teresa : It's on the second Saturday of May. On that day, people can go into some of the windmills and see the things in them.
 Kazuo : Oh, that sounds interesting.
 [Teresa shows one of the pictures to Mr. Aoki and Kazuo.]
 Teresa : Please look ② the man in this picture. Do you know what this man is doing?
 Kazuo : ③ I have no idea.
 Mr. Aoki : Well, I think he is spreading the cloth of the sail.
 Teresa : Yes, that's right. Then, the sails will turn when the wind comes. This man lives in the windmill to take care of it.
 Kazuo : Does he live in it? Really?
 Mr. Aoki : There are some people like him. Right, Teresa?
 Teresa : Yes. Why do you know about windmills in my country so well?
 Mr. Aoki : I read about them in a book I found at the school library. It was really interesting.
 Teresa : Oh, good. I'm glad to hear that.
 Kazuo : Teresa, can people go into this windmill?
 Teresa : Yes, they can. They can see how the windmill grinds grain and does other things. Also, in April and May, they can see a lot of flowers around the windmill. The scenery is very beautiful. When I read my grandfather's letter and saw the pictures, I remembered how much I love the beautiful scenery.
 Kazuo : That sounds nice. I want to go there.



注 spread 広げる cloth (羽根に張る) 布 sail (風車の) 羽根 turn 回転する
 wind 風 grind (臼で) ひく, すりつぶす grain 穀物 scenery 風景

問1 次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。

- ア send イ sent ウ to send エ to sending

問2 次のうち、本文中の ② に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。

- ア after イ at ウ of エ on

問3 次のうち、本文中の ③ I have no idea. の内容に最も近いものを一つ選び、記号を書きなさい。

- ア I don't know.
 イ My idea isn't new.
 ウ My idea isn't wrong.
 エ I don't think this man is working.

問4 本文中には、テレサが「おじいさんからの手紙を読み、写真を見て思い出したこと」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5 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 Did Teresa bring pictures for Kazuo?
 ② Who took the pictures for Teresa on Windmill Day?
 ③ Where did Mr. Aoki find the book written about windmills in Holland?

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	①
	②
	③

◆ 問題 ◆ 20 - 3 - 28

次は、ある日の放課後、高校生の香織（Kaori）と明雄（Akio）が、ブラウン先生（Mr. Brown）と交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

(大阪府 後期 2008 年度)

Mr. Brown : Hi, Kaori and Akio. What are you talking about?

Akio : We're talking about an announcer ① on TV.

Kaori : She came to our school today and made a great speech.

Mr. Brown : What did she say?

Akio : She said, "When I became an announcer, I worried. I had to speak to a TV camera. It was ② thing for me. But I tried to smile, because I wanted people who watch TV to feel good."

アナウンサーの写真

Mr. Brown : I see. Speaking on TV isn't easy.

Akio : That's right.

Kaori : She also talked about interviewing. She said, "With a microphone and a TV camera, I can interview any person on the street or any famous person in the world. It's exciting to interview people and learn their different ideas." During her speech, she interviewed us.

Akio : Yes, she came to me and ③ . She smiled and said, "Don't worry. I'm just interviewing you."

Mr. Brown : What was her question?

Akio : " (a) " And I answered, "Popular basketball players in America."

Mr. Brown : Good. What other things did she talk about?

Kaori : Well, she taught us how to make a speech well. It was good to learn about that.

Mr. Brown : (b)

Kaori : She said, "First, you should make the things you want to say clear. Then, you have to be careful about the way to speak. You should not speak too fast and should not forget to smile."

Akio : And also, if you worry, it's good to look at someone who is smiling.

Mr. Brown : Why is it good to do so?

Kaori : She said you can relax if you try to talk to that person. I think it's very interesting.

Mr. Brown : I see.

Kaori : I learned from her that smiling helps to make communication with people easier. When I talk with other people, I will not forget to smile.

注 announcer アナウンサー TV camera テレビカメラ interview インタビューする
microphone マイク clear 明確な relax リラックスする

問1 次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。

ア worked イ has worked ウ working エ is working

問2 本文中の ② には「最も難しい」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3 本文中の ③ が、「私は驚いた」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、次のうち、本文中の (a) , (b) に入れるのに最も適している英語はそれぞれどれですか。一つずつ選び、記号を書きなさい。

ア What kind of person do you want to interview?
イ Why is she going to talk about the story?
ウ When does she make a speech?
エ What country are you from?
オ What did she tell you to do?

問5 本文中の do so の表している内容を述べたところが本文中にあります。その内容を日本語で書きなさい。

問6 次は、香織が学校でアナウンサーによる講演を聞いた日に書いた英語の日記の一部です。本文の内容と合うように、(i) ~ (iv) に入る適切な英語1語をそれぞれ書きなさい。

Today, an announcer came to our school. Her speech was really good. She said she can interview any person if she (i) a microphone and a TV camera. I (ii) how to make a speech well. She talked about an interesting thing. If I (iii) when I make a speech, talking to smiling people is a good way to relax. I'll try to smile to make (iv) with other people easier.

◆ 解答用紙 ◆

問1			
問2			
問3			
問4	(a)		(b)
問5			
問6	(i)		(ii)
	(iii)		(iv)

◆ 問題 ◆ 20 - 3 - 29

次の文を読んで、あとの問いに答えなさい。

(兵庫県 2008 年度)

Helen came from Australia. She is staying with Akemi's family. Akemi, her mother, her father and Helen are talking together.

Akemi : Helen, if you want to send an e-mail to your family, you can use my computer anytime. Your father and mother will be happy if they get an e-mail from you.

Helen : Yes, they will. I will write about the school festival. It was exciting and I enjoyed it very much. May I send an e-mail to my family after dinner, Akemi?

Akemi : Of course. I will teach you ① to use the computer.

Helen : Thank you. By the way, which do you use more often, e-mail or the telephone?

Akemi : Well, that's a difficult question. I often speak to my friends on the telephone and I often send e-mails, too. But my mother says to me, "Don't call your friends after 10:00 at night."

Helen : Your mother is right. We always have to think about the time when we call someone.

Akemi : When we use e-mail, we don't have to worry about the time.

Helen : I agree. I sometimes send e-mails to my friends late at night.

Akemi : There is another difference. If you call your friends in other countries, it will cost a lot of money. But sending e-mails to other countries does not cost a lot. Do you often use e-mail for business, Dad?

Father : Yes, I do. I read and write many e-mails every day. E-mail is useful but you don't know when your friends will read your e-mail.

Akemi : I understand that.

Helen : I think e-mail is useful, too. But we can talk directly to friends on the telephone.

Mother : You are right, Helen. I use the telephone more often because I like talking with my friends.

Akemi : Oh, I can make a speech about the differences between e-mail and the telephone in my English class.

Helen : That's a good idea. I will help you.

注	anytime いつでも	by the way ところで	telephone 電話
	cost ~を要する	business 仕事	dad お父さん
	useful 便利な	directly 直接に	

問1 あけみさんは、ヘレンさんにコンピュータの使い方を教えてあげようと思っています。①に入る適切な英語 1 語を書きなさい。

問2 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 Helen didn't have a good time at the school festival because it was not exciting.

イ Akemi's mother doesn't want Akemi to talk with friends on the telephone after 10:00 at night.

ウ Akemi uses the telephone more often than e-mail because she likes talking.

エ You don't need a lot of money if you send e-mails to other countries.

オ Akemi's father has never used e-mail for business.

問3 次の質問に主語と動詞のある英文で答えなさい。

(1) When will Helen send an e-mail to her family?

(2) Why does Akemi's mother use the telephone more often than e-mail?

(3) What will Akemi speak about in her English speech?

問4 下線部②に関して、あけみさんは何がわかったと言っていますか。that の内容を明らかにして、日本語で書きなさい。

◆ 解答用紙 ◆

問1		
問2		
問3	(1)	
	(2)	
	(3)	
問4		

◆ 問題 ◆ 20 - 3 - 30

次の文を読んで、各問いに答えよ。

(奈良県 2008年度)

Hideki : I hear ① Japanese food is popular in many countries.

Jane : That's right, Hideki. For example, many people in my country, America, love Japanese food. They think it's good and healthy.

Hideki : So, do you often eat Japanese food?

Jane : Yes, of course. I love it. I will be happy if I can eat Japanese food for breakfast, lunch and dinner.

Hideki : Wow. But did you know a long time ago Japanese people had only two meals in a day?

Jane : Really? I didn't know that. Then, when did they begin to have three meals?

Hideki : In the 13th century, many Japanese people began to have three meals because they got more crops.

Jane : I see. Crops are important, but people in different countries eat different kinds of food. ② Have you ever heard about "white food" and "red food" in Mongolia?

Hideki : No. What are they?

Jane : Well, nomadic people in Mongolia have two kinds of food. They call dairy products "white food," and they call meats "red food."

Hideki : Don't they have any other kinds of food, like vegetables?

Jane : No. They usually don't eat vegetables. They only eat one meal in a day. They eat dairy products when they take a break from work. After their work in the evening, they usually eat meats, like mutton, as their meal.

Hideki : That's interesting. I've heard some people in Spain have a long break in the afternoon. They take their time to enjoy lunch during the break.

Jane : That's right. I like ③ their way of having lunch. I think it's interesting to learn about eating habits of foreign countries.

注 healthy: 健康的な meal: 食事 century: 世紀 crop: 農作物 Mongolia: モンゴル
nomadic: 遊牧民の dairy product: 乳製品 meat: 肉 vegetable: 野菜 break: 休憩
mutton: 羊の肉 Spain: スペイン take their time: 時間をかける eating habit: 食習慣

問1 下線部①を日本語に直せ。

問2 下線部②を参考にして、「あなたは、今までにオーストラリアに行ったことがありますか。」という文を英語に直せ。

問3 下線部③の内容を日本語で書け。

問4 次の(a), (b)の質問に3語以上の英語で答えよ。ただし、コンマやピリオドは語数に含めないこと。

(a) Why do many people in Jane's country love Japanese food?

(b) Does Hideki think the eating habit of nomadic people in Mongolia is interesting?

問5 本文の内容と合っているものを、次のア～ウから1つ選び、その記号を書け。

ア Jane loves Japanese food, but she doesn't want to eat three Japanese meals in one day.

イ In the 13th century, Japanese people started eating two meals every day.

ウ Nomadic people in Mongolia eat "white food" when they take a break from work.

◆ 解答用紙 ◆

問1		
問2		
問3		
問4	(a)	
	(b)	
問5		

◆ 問題 ◆ 20 - 3 - 31

志保 (Shiho) さん, 理恵 (Rie) さん, 直樹 (Naoki) さんが, 職場体験学習 (work experience program) について, 外国語指導助手のスミス (Smith) 先生と会話をしています。これを読んで, 各問いに答えなさい。
(鳥取県 2008 年度)

Ms. Smith : Shiho, your work experience program will start next week. Where will you go?

Shiho : I will go to a shop in front of the station. The shop sells many *products of Tottori. I am very excited about working there.

Ms. Smith : Why did you *choose the shop?

Shiho : Tottori-ken has many cute *mascots like Toripi. I want many people to buy the mascot products and remember Tottori.

Ms. Smith : I see. Did you enjoy this program last year, Rie and Naoki?

Rie : Yes. I worked at a *kindergarten. I played with the children and read picture books to them. They were little, so I talked to them in easy words.

Naoki : I worked at a restaurant. During lunch time I had to take many *orders and wash many *dishes. I was very tired, but I was happy to hear "Thank you. It was very good!" from the *customers.

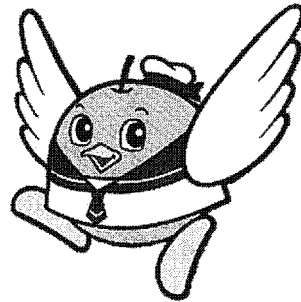
Ms. Smith : Both of you enjoyed the program. Do you have any *advice for Shiho?

Naoki : Well, don't be *shy. Ask the people working at the shop when there is something you don't understand.

Rie : And think about the people around you. At the kindergarten, I *sat down when I talked to the children. *That way I could see their faces well. At the shop, when a customer is looking for something, you should say, "May I help you?"

Shiho : OK, I will. Thanks for your advice.

Ms. Smith : *Good luck, Shiho!



注 *product(s) 製品, 生産物 *choose 選ぶ *mascot(s) マスコット *kindergarten 幼稚園
*order(s) 注文 *dish(es) 皿 *customer(s) 客 *advice アドバイス, 助言
*shy 内気な *sat sit の過去形 *that way そのようにして *Good luck! 頑張る。

問1 次の(1), (2)の () に一語ずつ英語を入れて, 質問に対する答えを完成させなさい。

- (1) Where will Shiho work on the work experience program?
She will work at a () selling products of Tottori.
- (2) Was Naoki busy at the restaurant during lunch time?
(), he ().

問2 志保さんが職場体験学習先を選んだ理由として最も適当なものを, 次のア～エからひとつ選び, 記号で答えなさい。

- ア 鳥取のマスコットのこともっとよく知り, 家族や友だちに伝えたいから。
イ たくさんある鳥取のマスコットの中で, トリピーが一番好きだから。
ウ 多くの人に鳥取のマスコット商品を買ってもらい, 鳥取を覚えてほしいから。
エ 鳥取を宣伝するために, 新しいマスコット商品を作りたいと考えているから。

問3 次の (ア), (イ) に一語ずつ英語を入れて, 理恵さんと直樹さんの職場体験学習について書かれた英文を完成させなさい。

At the kindergarten, Rie (ア) care of the children and had a good time with them. At the restaurant, Naoki worked very hard and he was very tired. But the words from the customers made him (イ).

問4 次の (ア), (イ) にあてはまる日本語を入れて, 直樹さんと理恵さんが志保さんに伝えたアドバイスの内容を完成させなさい。

直樹さん	わからないことがあれば, (ア)。
理恵さん	何かを探しているお客さんに (イ) と声をかける。

問5 理恵さんが幼稚園の子どもに話しかけるときになぜすわったのか, その理由を日本語で書きなさい。

問6 本文の内容と一致するものを, 次のア～エからひとつ選び, 記号で答えなさい。

- ア Shiho was happy because many customers bought the mascot products.
イ Rie used easy words for the children at the kindergarten.
ウ Naoki told Shiho to say to customers, "May I help you?"
エ Ms. Smith gave Shiho useful advice about the work experience program.

◆ 解答用紙 ◆

問1	(1)	She will work at a () selling products of Tottori.	
	(2)	(), he ().	
問2			
問3	ア		
	イ		
問4	ア		
	イ		
問5			
問6			

◆ 問題 ◆ 20 - 3 - 32

オーストラリアに住むエミリー (Emily) さんは、以前ホームステイに来ていたあきこ (Akiko) さんと電話で話をしました。次の会話はそのときのものです。これを読んで、あとの問1～問5に答えなさい。

(*印のついている単語には本文のあとに〈注〉があります。)

(島根県 2008 年度)

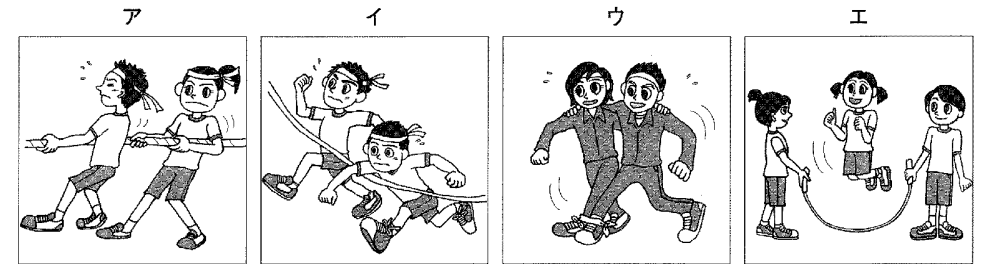
Akiko: Hello?
 Emily: Hello. This is Emily. May I speak to Akiko?
 Akiko: This is Akiko. (A)?
 Emily: I had a cold last week, but I feel much better now. How about you?
 Akiko: Fine, thank you.
 Emily: I got your letter and pictures yesterday. Now I'm looking at them. You look very happy in the pictures.
 Akiko: We had Sports Day on October 3. All the students and teachers enjoyed it. The pictures were taken on that day. Do you have Sports Day in your school?
 Emily: Yes, but it's a little different. In one picture, you and a boy put your legs together with a *rope and try to run. I have never tried ①that. It looks interesting, but dangerous. You are almost falling down.
 Akiko: Yes, it was not easy. I fell down.
 Emily: Oh, (B). Were you OK?
 Akiko: Yes.
 Emily: Anyway, I have something (C) to tell you. I am going to Japan in April because I have some holidays.
 Akiko: Really? That's great.
 Emily: Can I stay at your house then?
 Akiko: Sure.
 Emily: I hear the cherry *blossoms in your town are very beautiful.
 Akiko: Yes. ②() () like to go to see them?
 Emily: I'd love to. Oh, there is one more thing I want to do in Japan.
 Akiko: What is it?
 Emily: I want to learn origami. It is a traditional Japanese art.
 Akiko: OK. I have learned it from my grandmother. She is a good teacher. She will show you how to make it. ③Of course I will, too.
 Emily: I can't wait until April. Take care. See you.
 Akiko: Bye.

注 rope つな, ひも, ロープ blossom(s) (特に果樹の) 花

問1 文中の(A), (B), (C)に入れるのに最も適当なものを、それぞれア～エの中から一つずつ選び、記号で答えなさい。

- (A) ア What do you think
 イ What are you doing
 ウ How are you doing
 エ How do you like it
- (B) ア that's perfect
 イ hang up that phone
 ウ I disagree with you
 エ that's too bad
- (C) ア good
 イ hard
 ウ popular
 エ careful

問2 下線部(1)が表しているものを次のア～エの中から一つ選び、記号で答えなさい。



問3 下線部(2)の()内に最も適当な語を1語ずつ入れなさい。

問4 下線部(3)であきこさんはどのようなことをエミリーさんに伝えたかったのですか。次の書き出しに続けて日本語で答えなさい。

私も () ということ。

問5 次のア～エの中から、会話の内容と一致しているものを一つ選び、記号で答えなさい。

- ア エミリーさんがあきこさんに電話をしたとき、あきこさんはかぜをひいていた。
 イ エミリーさんが見ている写真は、10月3日に撮影されたものである。
 ウ エミリーさんの学校には体育祭がない。
 エ エミリーさんは、あきこさんの家に滞在している間にやりたいことが三つある。

◆ 問題 ◆ 20 - 3 - 33

次の英文は、高校生の Tatsuya と Naoto との会話の一部である。問1, 問2に答えなさい。

(岡山県 2008年度)

Tatsuya : Hello, Naoto. The movie we saw last week was really exciting, wasn't it?
 Naoto : Yes, it was. After we saw it, I went to a bookstore and bought the original book. It was also interesting. (ア) ?
 Tatsuya : No, thank you. I think the movie is better than the original book because I can enjoy the pictures and sound effects. I can't enjoy them in the original book.
 Naoto : (イ) . But I think the original book is good too.
 Tatsuya : Really? Why do you think so?
 Naoto : Well, in the movie, so many things happen in a short time, and sometimes I feel it is difficult to understand the story well. But when I read the original book, I can read it again and again. So I understand the story better.
 Tatsuya : I see.
 Naoto : And do you know that some parts in the original book are not shown in the movie? By reading the original book, I can find some things which are not in the movie.
 Tatsuya : That's interesting! (ウ) Now I understand why the book is also good.

注 bookstore 本屋 original book 原作本 picture 映像 sound effect 音響
 happen 起こる part 部分 shown show の過去分詞

問1 (ア) , (イ) に入れるのにそれぞれ最も適当なのは, (1) ~ (4) のうちではどれですか。

- (ア)
- (1) Did you buy it
 - (2) Did you read it
 - (3) Do you want to read it
 - (4) Do you think it is interesting

- (イ)
- (1) You're right
 - (2) I don't agree
 - (3) You're wrong
 - (4) That's so good

問2 下線部(ウ)のように Tatsuya が述べた理由は何か。 [] にそれぞれ適当な日本語を入れて完成しなさい。

原作本の場合は、読み返すことができるので [] ことができるし、原作本を読めば [] を見つけることができるとわかったから。

◆ 解答用紙 ◆

問1	(ア)		(イ)	
問2	原作本の場合は、読み返すことができるので () ことができるし、 原作本を読めば()を 見つけることができるとわかったから。			

◆ 問題 ◆ 20 - 3 - 34

次の対話は、アメリカから来た留学生のトムと高校生の秋子が放課後に学校の教室で話したものであり、下のポスターは、教室に掲示されていたものです。これに関して、あとの問1～問5に答えなさい。

(広島県 2008年度)

Tom : Hi, Akiko. What are you looking at?
 Akiko : Oh, hi, Tom. I'm looking at this poster. It's about the volunteer activity at the nursery school. I'm going to join it.
 Tom : Oh, I see. What will you do there?
 Akiko : I'm going to read some old stories. I joined it last year, too. , they enjoyed listening to them. I want children to know that reading books is really fun.
 Tom : Sounds interesting. You are interested in volunteer activities, Akiko.
 Akiko : Yes. I sometimes visit a nursing home to talk with old people. We talk about a lot of things. I learn many things from them. How about you, Tom?
 Tom : I was in the music club in my country and we visited a hospital to play music. People in the hospital enjoyed listening to our music. I was very happy to know that our music made them happy.
 Akiko : Yes, you're right. I am glad to know that you're also interested in volunteer activities. Then Tom, why don't you with me?
 Tom : I'd like to. What can I do for the children?
 Akiko : Well, look here. We can sing songs or play games with them.
 Tom : That's wonderful. I know many English songs for children and I can make the children happy by singing songs. I will also feel happy if we can have a good time. What do you think?
 Akiko : That's a good idea. I think they will be happy if you come.
 Tom : I hope so. Then at the nursery school?
 Akiko : About two hours. We'll finish the volunteer activity before noon. Oh, the closing date for it is tomorrow. Let's go to the student council office from now!

子どもと一緒に遊ぼう！

- ◇日 時： 7月28日(土) 9時～11時
- ◇場 所： ○○保育所
- ◇活 動： 本の読み聞かせ・歌をうたう
- ◇定 員： 6人
- ◇締め切り： 7月13日(金)

希望者は生徒会室に来てください！

注 poster ポスター volunteer activity ボランティア活動 nursery school 保育所
 nursing home 老人ホーム why don't you ～? ～してみませんか noon 正午
 closing date 締め切り student council office 生徒会室

問1 本文中の にあてはまる最も適切な英語を、次のア～エの中から選び、その記号を書きなさい。

- ア When I told news to the children
- イ When I read stories to the children
- ウ When I sang songs to the children
- エ When I asked questions to the children

問2 本文中の ・ に適切な語を必要だけ補って、英文を完成しなさい。

問3 ポスター中の には、ある語句が日本語で書かれています。その語句にあたる英語を、次のア～エの中から選び、その記号を書きなさい。

- ア Playing games
- イ Looking at flowers
- ウ Making a picture book
- エ Talking about school

問4 トムと秋子が対話をしている日は何曜日ですか。その曜日を英語で書きなさい。

問5 次の(1)・(2)に対する答えを、英文で書きなさい。

- (1) Has Akiko ever visited a nursery school to join volunteer activities?
- (2) What did Tom do as a volunteer activity with his club's members in his country?

◆ 解答用紙 ◆

問1	
問2	B
	C
問3	
問4	
問5	(1)
	(2)

◆ 問題 ◆ 20 - 3 - 35

次は, Sayuri と Ann との対話の一部である。2人は自動販売機 (vending machines) について話をしている。これを読んで, 下の問1～問3に答えなさい。

(山口県 2008年度)

Ann : Wow, look at these vending machines. They are like a big wall!
 Sayuri : You don't have vending machines in America?
 Ann : Yes, we do. But they are (A). There are so many vending machines in Japan, and a lot of things are sold.
 Sayuri : Yes. We have vending machines for flowers, books, rice, eggs and so on. You can buy (B) !
 Ann : That's great. You don't need to go to stores. Well, Sayuri, there is one more thing. I was surprised when I saw vending machines for the first time here. Many of them were on the street.
 Sayuri : (C) ?
 Ann : Well, in my country, vending machines are usually inside the buildings and not outside.
 Sayuri : Really? I didn't know that.
 Ann : Well, I think vending machines are very useful, but I like to talk to a person when I go shopping.
 Sayuri : (D) That's OK.
 Ann : What do you mean?
 Sayuri : Some vending machines in Japan can talk to you! They say to you, for example, "What would you like to drink?"

注 flowers 花 inside ~の内側に outside ~の外側に

問1 下線部 (A), (B), (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 not like you 2 not like these 3 exciting 4 careful
 (B) 1 anything you want 2 no nice things 3 only water 4 my idea
 (C) 1 Do you know 2 How much 3 Who can tell 4 What's the problem

問2 下線部 (D) で, Sayuri は「だいじょうぶよ。」と言っているが, それはなぜか。日本語で答えなさい。

問3 次は, Ann が Sayuri と話した日に書いた日記の一部である。文中の下線部 (a), (b) に入る適切な英語を, 1語ずつ答えなさい。

There are many vending machines in Japan. We can (a) a lot of things from them.
 In America, vending machines are usually inside the buildings, but in Japan they are inside and outside the buildings. I was surprised to (b) that some vending machines in Japan can talk!

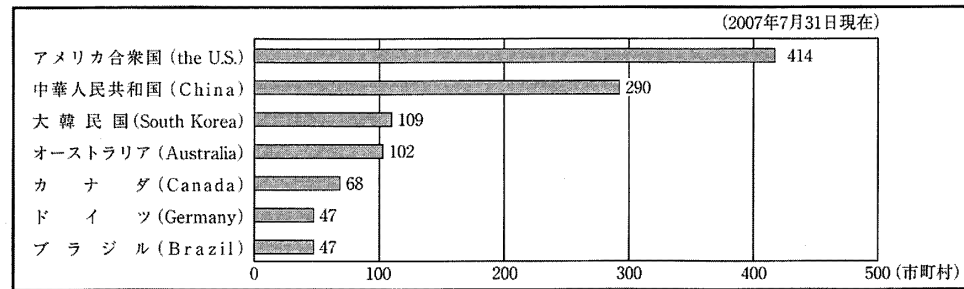
◆ 解答用紙 ◆

問1	(A)		(B)		(C)	
問2						
問3	(a)					
	(b)					

◆ 問題 ◆ 20 - 3 - 36

次のグラフ (graph) は、高校生の久美さんが作成したもので、海外に友好都市 (sister city) をもっている日本の市町村数を相手国別にまとめ、その数が多い順に7か国を表したものである。また、英文は、久美さんとアメリカ合衆国から来た留学生のマイクさんが、グラフを見ながらしている対話である。これらについて、問1～問5に答えなさい。ただし、ここでは「市」も「市町村」も city と表記する。

(徳島県 2008年度)



(「自治体国際化協会ホームページ」より作成)

Kumi: Hi, Mike. You asked me to get some information about sister cities last week. I've found some interesting information on the Internet.

Mike: Oh, great. I'd like to see it. My city is a sister city with yours, and I'm here as an exchange student. So I've wanted to know about the sister cities. Do many cities in Japan have sister cities abroad?

Kumi: Well, about eight hundred cities in Japan have sister cities all over the world. Some of them have more than one.

Mike: The number is much larger than I thought.

Kumi: Look at this graph. These seven countries have many sister cities in Japan.

Mike: The U.S. has the most sister cities, as I thought.

Kumi: These two countries are neighbors for Japan, and it's important to make friends with Asian countries like them. I like geography very much. So I'd like to go to one of the Asian countries to study in the future. It's my dream.

Mike: That'll be exciting. Oh!

Kumi: Yes. You know, my city has a sister city in Germany, too. Some people in my city joined the music festival held there five years ago. Since then both cities have had a good relationship.

Mike: I see. Then why does Brazil have so many sister cities in Japan?

Kumi: Many years ago, a lot of Japanese went to Brazil to start a new life. Their families and relatives still live there now.

Mike: That's interesting. Thank you very much for giving me good information.

Kumi: You're welcome. By the way, you will leave Japan next month. Do you have any plans after you go back to your country?

Mike: I'd like to study more about Japanese culture at college. I hope I can return to Japan some day.

Kumi: That sounds great! Let's try hard for our dreams.

注 exchange student 交換留学生 number 数 geography 地理学 relationship 関係
relative(s) 親類

問1 ・ に最も適する英文を、それぞれア～カから1つずつ選びなさい。

- ア Canada has a smaller number of sister cities than Australia.
- イ South Korea has just half the number of the sister cities China has.
- ウ Germany and Brazil have the same number of sister cities.
- エ Australia and Canada have more sister cities than other five countries.
- オ Both China and South Korea also have many sister cities.
- カ Brazil has a little more sister cities than Germany.

問2 下線部①で、「2つの市はずっとよい関係にあります」とあるが、そのきっかけとなったことは何か、日本語で書きなさい。

問3 久美さんは、下線部②のように言っているが、久美さんの夢は何か、日本語で書きなさい。

問4 本文の内容と合うものを、ア～カから2つ選びなさい。

- ア 久美さんは、友好都市に以前から興味があったので、インターネットで調べてみた。
- イ 久美さんが調べた内容では、日本の市町村のなかには、複数の友好都市をもつものもある。
- ウ マイクさんは、もっと多くの日本の市町村が友好都市を世界中にもっていると思っていた。
- エ マイクさんは、なぜ日本の多くの市町村がブラジルに友好都市をもっているのか知っていた。
- オ 久美さんは、マイクさんがいつ留学を終えてアメリカ合衆国に帰る予定なのかたずねた。
- カ マイクさんは、自分の国に帰った後、大学で日本の文化について学びたいと思っている。

問5 —— 線部に「私の市はドイツにも友好都市をもっています」とあるが、久美さんは、英語の授業で、その友好都市にある高校に、学校紹介のEメールを送ることになった。[メモ] に書かれている内容をもとに、[久美さんのEメール] の に入る文章を、(条件) に従って英語で書きなさい。

[メモ]

- | | |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 生徒数 700 人 | <input type="checkbox"/> 学校が始まるのは午前9時 |
| <input type="checkbox"/> 多くの生徒が自転車通学 | <input type="checkbox"/> 毎朝 10 分間の読書 |
| <input type="checkbox"/> 九月に学校祭 | <input type="checkbox"/> 学校の近くに大きな川 |

[久美さんの E メール]

Hi, friends.
 My name is Kumi. I'm a high school student.
 I'm six teen years old. Now I'll tell you about my school.

Please write to me soon.
 Your friend,
 Kumi

(条件)

- ①[メモ] に書かれた6つのうちの3つを選び、書くこと。ただし、文の数や語の数はいくつでもよい。
 ②数や時刻は、数字ではなく、英語で書くこと。

◆ 解答用紙 ◆

問1	①		②	
問2				
問3				
問4				
問5				

◆ 問題 ◆ 20 - 3 - 37

次の対話文を読んで、問1～問4の問いに答えなさい。

(愛媛県 2008年度)

Akira and Saori are talking with their English teacher, Mr. Smith, at school.

Saori: Next Sunday, we'll have a festival for children in the park near my house. My sister and I are going to play otedama with children there.

Mr. Smith: What's otedama?

Saori: It's a traditional Japanese game. We throw and catch small bags of cloth. There are many small beans in the bags. My sister and I are making a lot of bags for the festival now. Our mother taught us how to make them.

Mr. Smith: I see. (ア) あなたたちは、いくつ袋を作らなければならないのですか。

Saori: About thirty. Shall I make some bags for your children?

Mr. Smith: Yes, please. They will be very happy.

Akira: Mr. Smith, this toy is called kendama. My grandfather often played kendama when he was a child. He gave me this kendama last summer. This is one of my treasures.

Mr. Smith: I've never seen that before. ①

Akira: I'll show you some tricks. Watch this.

Mr. Smith: Wow, you're very good at it!

Saori: We'll have a kendama contest at the festival and Akira is going to join it.

Akira: I talked about it with my grandfather about a month ago. (イ) 彼は私に一生懸命練習するように言いました。

Mr. Smith: Now I understand why you can play kendama so well. ②

Akira: Sure. Here you are.

Mr. Smith: Thank you Oh, it's difficult.

Akira: At first it's difficult, but you can learn some easy tricks soon.

Mr. Smith: I want to play kendama as well as you.

Saori: You can enjoy playing traditional Japanese games at the festival. Why don't you go there with your children?

Mr. Smith: ③ See you on Sunday.

注 otedama お手玉 traditional 伝統的な game 遊び
 throw and catch ～を投げたり受けたりする bag(s) 袋 cloth 布
 small bean(s) あずき toy おもちゃ kenadama けん玉 grandfather 祖父
 treasure(s) 宝物 trick(s) (けん玉の) 技 contest コンテスト

問1 本文中の①～③に当てはまる最も適当なものを、それぞれ次のア～エの中から一つずつ選び、その記号を書け。

- ① ア Where do you play kendama? イ How do you play kendama?
 ウ When do you play kendama? エ Why do you play kendama?

- ② ア Can you go with me? イ Can you come to the festival?
 ウ Can I try it? エ Can I talk with your grandfather?

- ③ ア Just a minute.
 イ Don't worry.
 ウ I'm sorry.
 エ That sounds great.

問2 本文中の(ア)、(イ)の日本語の内容を英語に直せ。

問3 次の(1)～(4)の英文の内容が本文の内容に合うように、[]のア～エの中から、最も適当なものをそれぞれ一つずつ選び、その記号を書け。

(1) Saori is going to play otedama with [ア Akira's father イ Akira's grandfather ウ Saori's mother エ Saori's sister] at the festival for children next Sunday.

(2) Mr. Smith thinks that his children will be glad if they [ア play otedama with Saori イ meet Saori's mother ウ get some bags from Saori エ learn how to make a bag].

(3) Akira's grandfather talked with Akira about [ア the kendama contest Akira would join イ the kendama Akira would make at the festival ウ Saori and her treasure エ Mr. Smith and his children].

(4) It is [ア easy for Mr. Smith to learn some difficult tricks イ easy for Mr. Smith to teach his children how to play kendama ウ difficult for Mr. Smith to play kendama better than Akira エ difficult for Mr. Smith to give his kendama to his children].

問4 あなたの宝物(大切にしているもの)について、次の一連の質問に対する答えを英語で書け。ただし、(1)は5語以上の1文、(2)は8語以上の1文で書くこと。(「,」「.」などの符号は語として数えない。)

- (1) あなたの宝物は何ですか。(ただし、お手玉とけん玉は除く。)
 (2) また、どうしてそれがあなたの宝物なのですか。

◆ 解答用紙 ◆

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

◆ 問題 ◆ 20 - 3 - 38

次の文章は、外国語指導助手 (ALT) のジョーンズ先生 (Mr. Jones) と二人の日本人の中学生との会話である。これを読んで、後の各問に答えよ。

(福岡県 2008 年度)

Emi and Hiroshi talk to Mr. Jones in the teachers' room during lunch time.

Emi : Good afternoon, Mr. Jones.

Mr. Jones : Sure. What can I do for you? You look happy. Do you have any good news?

Hiroshi : Yes, we do. We'll go to your country during spring vacation.

Mr. Jones : Wow, to Canada? That's wonderful! But why?

Emi : We're members of the brass band in our city. We'll have a concert in our sister city in Canada.

Mr. Jones : Great!

Hiroshi : ① It will be (trip, go, first, to, our) Canada, so we're very excited. Do you think people in Canada will understand our English?

Mr. Jones : Your English is great. You're always trying to talk to me in English very hard. So in Canada, why don't you tell them about your family, school and the things you like?

Hiroshi : By the way, Mr. Jones, you speak Japanese very well. Where did you learn it?

Mr. Jones : My Japanese teacher always told us to use it, and I did so. I didn't worry about making mistakes. Now I really like to speak Japanese.

Emi : I see. Well, I think that to speak English is more important than speaking it well.

Mr. Jones : That's right. Don't forget that.

Emi : OK. We'll try to use English a lot. ② Can we see you again (your, we, to, need, if) help?

Mr. Jones : Of course you can. I'll be happy to help you.

注 brass band ブラスバンド sister city 姉妹都市 excited わくわくしている
why don't you~? ~してはどうですか making mistakes まちがえること

問1 本文中の ~ に、会話の内容から考えて、最もよくあてはまるものを、次の1~8から一つずつ選び、その番号を答の欄に記入せよ。

- | | |
|-------------------------------------|------------------------------------|
| 1 How do you feel today? | 2 That's a good idea. |
| 3 You don't have to worry about it. | 4 I'd like to learn Japanese. |
| 5 Ask him to teach English. | 6 Can we talk to you now? |
| 7 I learned it at my high school. | 8 I don't think we speak Japanese. |

問2 本文中の下線部①, ②が、会話の内容から考えて、意味がとおるように、() 内の語から4語を選び、それぞれ一回ずつ使って正しい語順に並べ、答の欄の () 内に記入せよ。

問3 本文中の 内に、会話の内容から考えて、最もよくあてはまる1語を、本文中からそのまま抜き出し、答の欄に記入せよ。

◆ 解答用紙 ◆

問1	A	
	B	
	C	
	D	
問2	①	()
	②	()
問3		

◆ 問題 ◆ 20 - 3 - 39

中学生の早紀 (Saki)、悟 (Satoru)、留学生のジャネット (Janet) が教室に掲示してある職場体験の計画表を見ながら話をしている。これを読んで、問1～問3に答えなさい。

(佐賀県 前期 2008年度)

平成20年度 2年2組 職場体験計画		
職 場 名	実施日・集合時間	諸 注 意
ア：ひがしスーパー	8月5日(火) 9:30	制服着用・名札持参
イ：みなみ病院	8月6日(水) 7:30	体操服着用
ウ：あさひ保育園	8月6日(水) 8:00	体操服着用・名札持参
エ：ゆうひ農園	8月7日(木) 7:00	体操服着用

Janet: What's your plan, Saki.
 Saki: Well, I have a sister who works at (1). She always says that she feels good after *taking care of the sick people. So I wanted to go there, but I have to play the piano at a concert that day. Now I would like to go to (2). I have to take my name card. I'm lucky because I don't have to get up early.
 Janet: How about you, Satoru?
 Satoru: I would like to work on (3). My uncle lives in Fukuoka and he has a *fruit farm there. I have helped him since I was a child. So I like working on a farm.
 Janet: Can you get up early in the morning?
 Satoru: Of course, I can. Every morning I run for an hour before breakfast. Janet, you also have to go to a *workplace. Where would you like to go?
 Janet: Let me see. I like small children.
 Saki: How about (4)? You can spend a lot of time with small children there.
 Janet: That's great! I'd like to take care of them and help them with their lunch.
 Saki: You have to take your own name card written in hiragana. Small children can read only hiragana.
 Janet: Do I have to write my name in hiragana? I can't write hiragana yet.
 Satoru: Don't worry about it too much. We will help you. I'm sure you will have a wonderful experience there.

take(taking) care of～ ～の世話をする fruit フルーツ workplace 職場

問1 (1) ～ (4) に入る職場名を、表のア～エの中からそれぞれ一つ選び、記号を書きなさい。

問2 悟が下線部のように答えているのはなぜか。日本語で書きなさい。

問3 ジャネットは、自分の職場体験についてどのようなことを心配しているか。日本語で書きなさい。

◆ 解答用紙 ◆

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

◆ 問題 ◆ 20 - 3 - 40

次の英文は、ドイツからの留学生カール（Karl）、美香（Mika）、美香の父（Father）の会話である。これを読んで、問1～問4に答えなさい。

(佐賀県 前期 2008年度)

Karl: Last Sunday I visited Nagasaki, and I saw a strange bike. It was small and looked like an egg. The *driver was *pedaling the bike.

Mika: I think it is a ⁽¹⁾“Velotaxi”.

Karl: “Velotaxi”? What’s that?

Father: It is a bike used as a *taxi. It is now becoming popular in some Japanese cities. It was introduced into Japan a few years ago. Karl, did you know it was first made in your country?

Karl: Really? I didn’t know that.

Mika: I took that kind of taxi when I went on a school trip to Kyoto last year. I liked it. It moved slowly, so I enjoyed seeing the old houses along the street.

Father: I hear there are some velotaxis in Fukuoka and Kumamoto, too. They are useful for keeping the *air clean, so people want to use them. Now people are getting more and more interested in environmental problems.

Karl: I know another thing people are doing to keep the air clean in my country. In some cities people don’t use cars in some areas. They take buses or trains more often than before.

Mika: I learned about ⁽²⁾“park and ride” at school. People drive to the station. Then they park their cars at the station and take the train. Is that right?

Karl: Yes. It is popular in many countries in *Europe.

Father: I ride my bike to the station, and go to my office in Fukuoka by train. This is also “park and ride”.

Karl: That is good for the earth.

Father: We have to think about the earth. I’m afraid that it will become hotter all over the world. It’s a big problem. There are a lot of things we can do for the earth. ⁽³⁾“What will you do?”

driver 運転手 pedal(ing)～ ～のペダルをこぐ taxi タクシー air 大気、空気
Europe ヨーロッパ

問1 美香は下線部(1)をなぜ気に入ったのか。日本語で書きなさい。

問2 人々が下線部(1)を使いたいと思うのはなぜか。美香の父の考えを日本語で書きなさい。

問3 下線部(2)について、美香の父の場合はどのようなことを実践しているか。日本語で書きなさい。

問4 下線部(3)の問いかけに対して、あなたならどう答えるか。英語で自由に書きなさい。ただし、単語は6語以上使用し、2文になってもかまいません。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 問題 ◆ 20 - 3 - 41

次の英文は、中学生の達也（Tatsuya）、有紗（Arisa）、健太（Kenta）、萌（Moe）が田中先生（Mr. Tanaka）の授業で発言している場面である。これを読んで、問1～問4に答えなさい。

(佐賀県 前期 2008年度)

Mr. Tanaka : Today, I want you to talk about which you like better, city life or *country life. What do you think, Tatsuya?

Tatsuya : I would like to live in a city, because I like finding new things and meeting many interesting people. I think such things are good for me. Maybe life in a city is exciting.

Mr. Tanaka : How about you, Arisa?

Arisa : I don't think I can live in a city. I think there is a lot of *stress in city life. There are a lot of people *everywhere. Trains and buses are full and streets are *crowded. The *air is not clean. The river and the sky are not clear. It's not good for our health. That's not the life I'm looking for.

Kenta : If you want a quiet life, you can visit the country on Saturdays or Sundays. When I think of getting a job, I think city life is better. There are a lot of places to work in the city, so I will have more chances to get a job.

Mr. Tanaka : How about you, Moe?

Moe : People sometimes don't know who lives *next door to them in a city. Some of them don't look interested in other people. *On the other hand, in my town, people living near my house know me well and are very kind to me. So ① I like country life better.

Mr. Tanaka : Tatsuya, do you have anything more to say?

Tatsuya : A lot of people go to live in a city. We have to think about why they move to a city. Maybe in a city there are more things that people want, so they feel it's easier to live there.

Moe : Some people in the city think that money is more important than anything else. I'm afraid they are forgetting about things we can't buy with money, like friendship and the love of our family. I think ② such things are more important.

country 田舎(の) stress ストレス everywhere 至る所に crowded 混んでいる
air 大気、空気 next door to～ ～の隣に on the other hand 一方

問1 達也は、都会の生活の中でどのようなことが自分のためになると言っているか。日本語で書きなさい。

問2 健太は、どのような理由で都会のほうがよいと考えているか。日本語で書きなさい。

問3 下線部(1)の理由として、萌は自分の町のどのようなところをあげているか。日本語で書きなさい。

問4 下線部(2)について、萌が大切だと考えているのはどのようなものか。本文に書かれている具体例もふくめて25字以内の日本語で書きなさい。ただし、句読点も1字と数える。

◆ 解答用紙 ◆

問1										
問2										
問3										
問4										

◆ 問題 ◆ 20 - 3 - 42

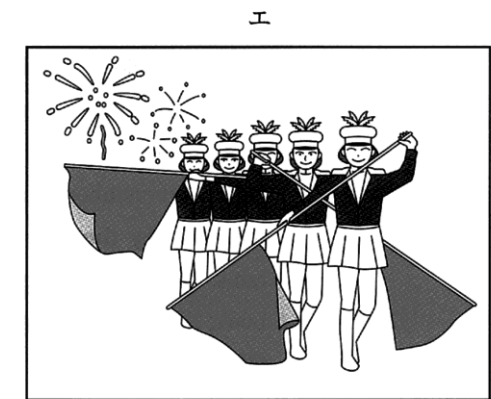
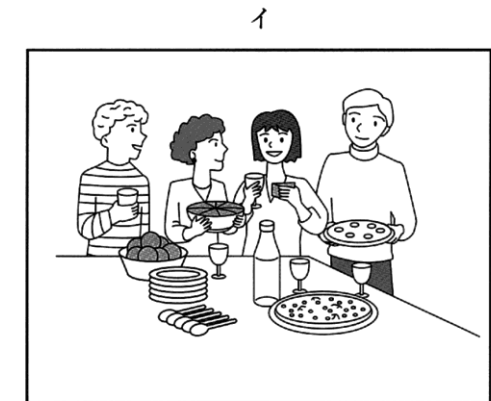
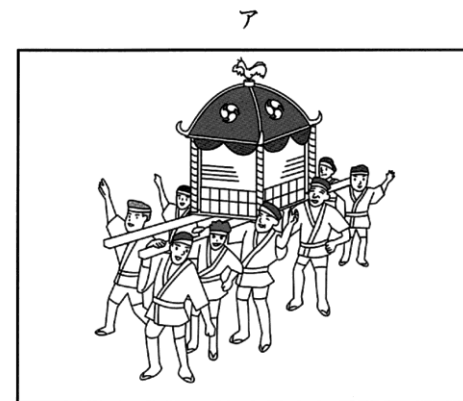
次の文は、高校生の浩平（Kohei）、美里（Misato）、ALT のホワイト先生（Mr. White）の会話である。これを読んで、問1～問4に答えなさい。

(佐賀県 後期 2008 年度)

Kohei : Mr. White, we have ⁽¹⁾a festival in our town this Saturday. Will you come?
 Mr. White : I don't know now, but that sounds interesting.
 Kohei : It is very exciting. There will be a lot of food shops called demise. They sell many kinds of foods. I like *ringo-ame candy. My grandmother bought one for me when I was a small child, but I could not eat it all. It was too big for me at that time.
 Misato : I am going to dance in the festival and now I'm practicing with my mother. You can also see fireworks in the evening. They are very beautiful.
 Mr. White : Fireworks! Sounds good. Is such a festival popular in Japan?
 Misato : Yes, many cities and towns have these kinds of summer festivals. I like my town's festival very much. What festivals do you have in the U.S.?
 Mr. White : We have many kinds of festivals in all seasons. We also have fireworks, and *parades are very popular. For example, many groups join the *Thanksgiving Day parade.
 Kohei : ⁽²⁾Thanksgiving Day? What is that?
 Mr. White : On that day we thank God for the food we get. This day is also special for my family. Every year I visit my grandmother with my parents and brothers, and we have a special dinner together. I love my grandmother's *pie.
 Misato : When do you have that day?
 Mr. White : In November.
 Kohei : Really? In fall we have ⁽³⁾another festival in our town.
 Mr. White : Is it different from the summer festival?
 Kohei : Yes, it is. In fall we carry *a portable shrine in our festival. Everyone who wants to try can join. I carried it for the first time when I was five. Then old people told me how to carry the portable shrine. I think we need communication and *teamwork when we carry it. I like to join the festival because all the people work together to make it better and I feel that we are a team or a large family.
 Mr. White : That's good. It is very important to have communication with people around us. If we know our *neighbors well, our town will be a better place for us.

ringo-ame candy りんご飴 parade(s) パレード Thanksgiving Day 感謝祭
 pie パイ a portable shrine おみこし teamwork チームワーク neighbor(s) 近所の人々

問1 下線部(1)のようすを表した絵として最も適当なものを、次のア～エの中から一つ選び、記号を書きなさい。



問2 下線部(2)について、ホワイト先生はこの日をどのように過ごすのか。日本語で書きなさい。

問3 浩平は下線部(3)に参加するのが好きである。その理由を日本語で書きなさい。

問4 本文の内容と合っているものを、次のア～カの中から二つ選び、記号を書きなさい。

- ア Misato doesn't like the summer festival.
- イ Kohei could not eat ringo-ame candy because he didn't like it.
- ウ They have Thanksgiving Day in summer in the U.S.
- エ Many people from small children to old people can carry a portable shrine in the festival in fall.
- オ Kohei learned how to carry a portable shrine from his school friends.
- カ Mr. White thinks that communication with neighbors is very important.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 問題 ◆ 20 - 3 - 43

夏休みに、中学生の隆史（Takashi）、その父（Father）、留学生のニック（Nick）が国立公園（national park）内のキャンプ場に到着して話をしている。これを読んで、問1～問4に答えなさい。

（佐賀県 後期 2008年度）

Father: Did you enjoy walking in the mountain?
 Nick: Yes, we really enjoyed it. The mountain was beautiful and the small river was very cold.
 Takashi: We met some men who wore special caps. What were they doing?
 Father: They work in this national park. They teach people ⁽¹⁾the rules of the park. There are some things you mustn't do.
 Nick: What are they?
 Father: Well, for example, in the national park, there are some areas you mustn't go into. Also, you mustn't leave your dogs or cats in the park. They will eat small birds and animals there.
 Nick: I see. We should all be very kind to the *nature in the mountain. Oh, it is already 3 o'clock. Shall we *put up our tent and start *cooking?
 Takashi: OK. Let's look for a good place for our tent. How about by the river? It is very cool at night. The sound of the river is very nice for sleeping.
 Father: Do you remember a family asking for help in the rain last year? They put up their tent by the river. It's very *dangerous to put up our tent there when it rains. ⁽²⁾We should choose another place.
 Nick: Look, there is a good place on that small *hill.
 Father: OK. Let's go.
 . . . After putting their tent . . .
 Nick: Let's start cooking. What shall we do?
 Father: Takashi, please *cut the *chicken and the vegetables. Nick, will you make a fire?
 Nick: OK. What shall we do after that?
 Father: First, put some water and the chicken in the *pot. Then put it on the fire for fifteen minutes. Put the vegetables in it and keep it on the fire for ten more minutes. Next, put some *cream and some milk in it. Then, today's special dinner will be ready.
 Takashi: Sounds nice. Nick, let's start now. I can't wait for dinner time.
 Father: There is one important thing to do after cooking. You have to check that there is no fire around you. Fire is useful but sometimes dangerous.
 Nick: ⁽³⁾Sure, I will.

nature 自然 put up our tent (私たちの) テントを張る cook(ing) 料理する
 dangerous 危険な hill 丘 cut~ ~を切る chicken 鶏肉 pot 深なべ
 cream クリーム

問1 下線部(1)について、隆史の父が述べている例を二つ日本語で書きなさい。

問2 下線部(2)について、隆史の父はなぜこのように言ったのか。日本語で書きなさい。

問3 次のメモは隆史の父が説明した料理の手順を表すものである。()に入る最も適当な組合せを、ア～エの中から一つ選び、記号を書きなさい。

《料理メモ》

材料を切る→ () → クリームと牛乳を加える

ア 水と鶏肉を入れる → 10分煮る → 野菜を入れる → 15分煮る

イ 水と鶏肉を入れる → 15分煮る → 野菜を入れる → 10分煮る

ウ 水と野菜を入れる → 10分煮る → 鶏肉を入れる → 15分煮る

エ 水と野菜を入れる → 15分煮る → 鶏肉を入れる → 10分煮る

問4 下線部(3)について、ニックは何をすと言っているのか。日本語で書きなさい。

◆ 解答用紙 ◆

問1	.	
	.	
問2		
問3		
問4		

◆ 問題 ◆ 20 - 3 - 44

次の英文は、中学生の麻美（Asami）とアメリカ人留学生のデイビッド（David）の会話である。これを読んで、問1～問5に答えなさい。

(佐賀県 後期 2008年度)

David: ⁽¹⁾Look, Asami! That dog swimming in the river has something in its mouth. Now, the dog is taking it to the old man standing by the river.

Asami: That man and his dog are very famous in my town. They go for a walk along the river every day. While he *picks up garbage by the river, his dog picks up *cans and *bottles from the water. When they started doing it two years ago, there were a lot of cans, bottles and garbage in the river. Now this river is cleaner than before.

David: I remember a story of a teacher who worked hard to make the river clean in my town in America. The river was very *dirty before, but it became better with his hard work.

Asami: That's interesting. Tell me more about it, David.

David: OK. When he was a child, the river was very clean and he swam there. Years later he became a teacher and came back to his town. One day he walked along the river and found many things *such as broken TVs, washing machines and so on in the river. It became dirty with a lot of garbage. He was surprised and decided to make it clean again. He wanted many people to enjoy swimming there again. So ⁽²⁾he started cleaning the river.

Asami: I see. Did people in your town help him?

David: Well, *at first, they did not help him at all and there were many people who didn't stop *throwing garbage into the river, but *gradually some of them stopped throwing garbage and started to help him with his work. He worked hard with these people for about five years. Then, the river became clean again.

Asami: Five years! It's not easy. Anyway, that's a good story.

David: There was ⁽³⁾one more thing he did. After the river became clean, he started *planting trees along the river.

Asami: Why did he do that?

David: He wanted to make the river a good place for fish again. Along the river there were a lot of trees before. They made *shade to keep the fish in the river cool, but they were cut down to make a new road. The river was changed into the place which was not good for fish, and we couldn't see many fish in the river. Some years after the teacher finished planting, people in my town were happy to see a lot of fish back in the river.

Asami: That's amazing!

David: After we lose something, it's hard to get it back. So, we should keep our rivers clean for our children. In this town that old man and his dog are working hard over there.

Asami: That's right. We should start doing something now.

David: That's a good idea!

pick(s) up ～を拾う can(s) 缶 bottle(s) びん dirty 汚い such as～ ～のような
at first 初めは throw(ing) ～を投げる gradually しだいに
plant(ing) ～を植える shade 陰

問1 下線部(1)について、デイビッドが麻美に見せようとしたのはどのような光景か。日本語で書きなさい。

問2 下線部(2)には、先生のどういう願いが込められていたのか。日本語で書きなさい。

問3 下線部(3)について、先生はどのような目的で具体的に何をしたのか。日本語で書きなさい。

問4 に、本文の内容に合う英文を自由に書きなさい。ただし、単語は4語以上使用し、2文になってもかまいません。

問5 本文の内容と合っているものを、次のア～オの中から一つ選び、記号を書きなさい。

ア The old man in Asami's town asked people in his town to clean the river with him.

イ When the teacher in David's town started cleaning the river, many people in his town stopped throwing garbage into the river soon.

ウ People in David's town cleaned the river with the teacher soon after they saw it was dirty.

エ When the teacher cleaned the river, he also planted trees along it.

オ David thinks that people have to keep their rivers clean because it's difficult to make them clean again.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 問題 ◆ 20 - 3 - 45

次の英文は、健太 (Kenta)、理恵 (Rie)、真理 (Mari)、誠 (Makoto) の会話である。これを読んで、問1～問5に答えなさい。

(佐賀県 後期 2008 年度)

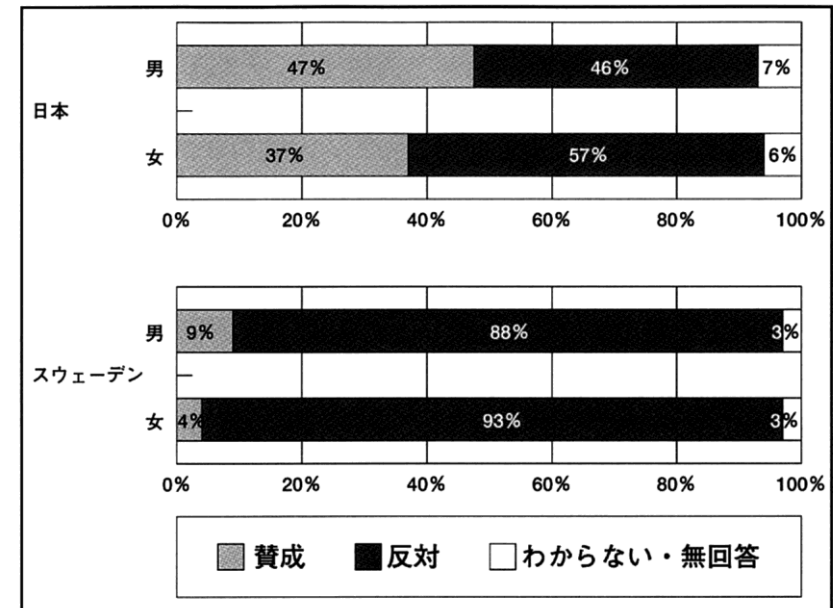
Kenta: Can we say men are better at math and science than women?
 Rie: *You must be kidding! There are some differences between men and women, but you can never say that men are better than women.
 Mari: ⁽¹⁾I agree with you, Rie. When we are small, boys are often told to behave like boys and girls are often told to behave like girls. So ⁽²⁾many boys play baseball or soccer, and many girls play the piano or make cakes.
 Rie: That's true. What do you think, Makoto?
 Makoto: We can't say which is better. When I studied about working women, I was very surprised.
 Mari: What did you find?
 Makoto: More women are now working outside the home than before, but many of them are still in a difficult *situation in their working places.
 Rie: How about at home?
 Makoto: Many women still have a lot of work to do at home, for example, making dinner, cleaning, washing and so on. They are always busy. Men should help them more.
 Mari: You are right. My mother always looks tired. I think men and women should *share a lot of work at home. I want to *marry a man who takes care of our baby and home. Also, I want to work with people who are kind to women, too.
 Makoto: I understand, but in Japan some people still have old ideas. 47% of Japanese men think that men should work and women should take care of home. Maybe it is one of the problems Japanese working women have. *On the other hand, 88% of *Swedish men don't agree with that idea. They are very kind to working women. Maybe they help their wives a lot at home.
 Rie: I want to live in such a country.
 Kenta: Well, I think Japan is changing. For example, a concert hall in my city has opened a room for small children. While parents are listening to music, their children are taken care of in the room.
 Mari: ⁽³⁾That is good. I know Japan has begun to do many things to help working women, but there are still a lot of things to do for them.

You must be kidding! まさか situation 状況 share～ ～を分け合う
 marry～ ～と結婚する on the other hand 一方 Swedish スウェーデンの

問1 真理はどのような意見に対して、下線部(1)のように言っているのか。日本語で書きなさい。

問2 下線部(2)について、真理はその原因をどのように考えているか。日本語で書きなさい。

問3 次のグラフは本文に関連したものである。どのような考えに対して賛成・反対を示したものか。日本語で書きなさい。



〔内閣府の調査 (平成14年度) をもとに作成〕

問4 下線部(3)は具体的にどのような内容か。日本語で書きなさい。

問5 本文の内容と合っているものを、次のア～オの中から一つ選び、記号を書きなさい。

- ア Makoto was surprised that Japanese women were working in a good situation.
- イ Mari thinks that men should have more work at home because many women are busy with a lot of work there.
- ウ Makoto says it is easy for women to work outside the home in Japan because some people think women should take care of home.
- エ Rie thinks that Japanese women are working in a better situation than Swedish women.
- オ Mari thinks there are more things Japan should do for working men than working women.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 問題 ◆ 20 - 3 - 46

次の真理 (Mari) と日本に留学中のルーシー (Lucy) の会話を読んで、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 2008 年度)

Mari: Come into my room, Lucy. Would you like a cup of tea?

Lucy: No, thank you. I drank juice just before coming here. Wow, there are a lot of CDs!

A

Mari: About eighty, and about fifty of them are CDs of English songs.

Lucy: Do you like English songs?

Mari: Yes. I started to learn English when I was twelve. Since that time I've been very interested in English songs.

Lucy: So you have a lot of CDs of English songs.

Mari: That's right. I sometimes listen to Japanese popular music, but I like American popular music better. B

Lucy: No, not often in Japan. But before coming to Japan, I often listened to classical music. My mother is a piano teacher. I often enjoyed listening to classical music with her.

Mari: Really? My father also likes that kind of music, but I don't.

Lucy: Oh, you should listen to it with him. Well, Mr. Brown likes to listen to music very much. Last week I listened to a very beautiful song in his English class.

Mari: Did you? Do you know the name of it?

Lucy: C Tomorrow I'll go and ask him the name.

注 American アメリカの classical music クラシック音楽

問1 会話中の A ～ C に入る最も適当なものを次のア～カの中から一つずつ選んで、その記号を書け。

- ア Yes, I do.
- イ No, I don't.
- ウ How much are these CDs?
- エ Do you often listen to music?
- オ How many CDs do you have?
- カ Do you like Japanese songs?

問2 次の文は会話中の下線部の内容を説明したものである。(①) ～ (③) に入る適当な日本語または数字を書け。

真理は (①) 歳の時に英語の学習を始めてから、(②) にととも (③) ようになったので、その種の CD をたくさん持っているということ。

問3 次の1、2の質問の答えとして最も適当なものを下のア～ウの中から一つずつ選んで、その記号を書け。

1 What kind of music does Mari's father like?

- ア He likes Japanese popular music.
- イ He likes American popular music.
- ウ He likes classical music.

2 What does Mr. Brown do?

- ア He is a piano teacher.
- イ He teaches English at school.
- ウ He works at a CD shop.

問4 会話の内容と一致するものを次のア～エの中から一つ選んで、その記号を書け。

- ア Lucy wants to drink a cup of tea.
- イ Lucy's mother teaches her how to play the piano.
- ウ Lucy doesn't know Mr. Brown likes listening to music.
- エ Mari doesn't like listening to classical music.

問5 次は翌日の Lucy と Mr. Brown の会話の一部である。Mari と Lucy の会話の内容をもとに、() に入る英文1文を書け。

Lucy: I listened to a very beautiful song in your English class last week.

()

Mr. Brown: Oh, the name of the song is "Yesterday Once More."

◆ 解答用紙 ◆

問1	A		B		C	
問2	①					
	②					
	③					
問3	1		2			
問4						
問5						

◆ 問題 ◆ 20 - 3 - 47

次は恵太 (Keita) とナンシー (Nancy) 先生との会話です。よく読んで、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 2008 年度)

(Keita is showing a picture to Nancy.)

Nancy : Oh, it's a very beautiful beach!

Keita : Can you tell where this picture was taken?

Nancy : No, I can't.

Keita : I took it in Okinawa.

Nancy :

Keita : The sea is so beautiful. You should go there.

Nancy : I hope I will. Did you stay at a nice hotel?

Keita : No, I went to a small island in Okinawa. There are no hotels and no houses on the island.

Nancy :

Keita : That's right. I joined (a) a special camp on the island.

Nancy : A special camp? Tell me more about it.

Keita : Sure. Please look at this picture. (b) This (first thing / had to / was / the / do / we) on the island.

Nancy : Oh, you're putting up a tent. It's so big! Well, who can join the camp?

Keita : Only high school students can. This year nine students joined it. All the members came from Kyushu, but I was the only person from Nagasaki. You can see everyone in this picture.

Nancy : What did you eat?

Keita : We brought some water and food to the island. But we had to get some other food from trees and the sea there.

Nancy : That sounds very difficult.

Keita : Oh, it's the picture taken when we were learning how to make a fire before cooking.

Nancy : When I see your face in this picture, I know it's difficult.

Keita : Yes. In this camp, I thought that we should feel happy to get and eat food at home every day.

Nancy : I agree with you. Oh, in these pictures you're enjoying talking together.

Keita : These were taken on the last day just before leaving the island and going back home. Three days were short, but we had a lot of time to talk to each other because there were no TVs and no computers on the island. So we knew each other well. We wanted to stay there longer.

Nancy : That's good. But (c) why did you join such a camp?

Keita : I wanted to try new or difficult things. By doing so, I thought I could learn a lot of things I couldn't learn at home or school.

Nancy : Did you learn anything from the camp?

Keita : Yes. Before the camp, I worried about a lot of things. But in the camp I knew I could do new or difficult things. I thought that trying them was important.

Nancy : I understand you. Before doing new or difficult things, everyone often worries. I also felt so before coming to Japan. But now I'm enjoying staying here. Did you meet the members of the camp again after that?

Keita : No, but we're going to meet again in Nagasaki next month. The (d) members who joined the camp are all my good friends.

Nancy : I know you learned a lot of important things from the camp.

注 island 島 camp キャンプ put up a tent テントを張る member メンバー
make a fire 火をおこす each other お互い

問1 会話中の ~ に入る最も適当なものを次のア~カの中から一つずつ選んで、その記号を書け。

- ア Do you mean no people live there?
- イ I've never been there.
- ウ When did you cook in the camp?
- エ I went there in the last summer vacation.
- オ Where did you stay on the island?
- カ What are you doing in this picture?

問2 次の英文は下線部(a)の説明である。(①) ~ (④) に入る適当な英語を1語ずつ書け。

It is the camp for students who go to (①) school. They stay on an island in Okinawa for (②) days. On the island, there are no people, no houses and no hotels. They have to (③) some water and food to the island. And they also have to put up tents, get some other food from (④) and the sea, and make fires.

問3 下線部(b)の意味が通るように、() 内の語句を並べかえよ。

問4 下線部(c)に対する Keita の答えの内容をまとめ、次の () にあてはまるように 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。

() と思ったから。

問5 会話中の (d) に入る数を英語のつづり (スペリング) で書け。

問6 会話の内容と一致するものを次のア～エの中から一つ選んで、その記号を書け。

- ア Keita joined the camp with his friend from Nagasaki.
- イ The picture of the tent was the first one Keita showed Nancy.
- ウ Nancy didn't worry about anything before coming to Japan.
- エ Keita hasn't met the other members since the camp.

◆ 解答用紙 ◆

問1	A		B		C	
問2	①					
	②					
	③					
	④					
問3	This () on the island.					
問4						
						と思ったから。
問5						
問6						

◆ 問題 ◆ 20 - 3 - 48

次の英文は、ブラウン先生が担当する授業で、高校生の太郎と由美が、中学生のときに経験したボランティア活動について発表したときのようすである。よく読んで、問1～問5の問いに答えなさい。

(熊本県 2008年度)

Mr. Brown : Today we are going to hear about the volunteer activities of Taro and Yumi. What did you do, Taro?

Taro : I did volunteer activities with my friends. We visited old people at their houses and a welfare institution. We cleaned their houses and went out together.

Sometimes we talked and played games with them. They told us interesting old stories. They also told us what they did in their free time when they were children.

Mr. Brown : You had a good experience. Were there any difficult things in volunteer activities?

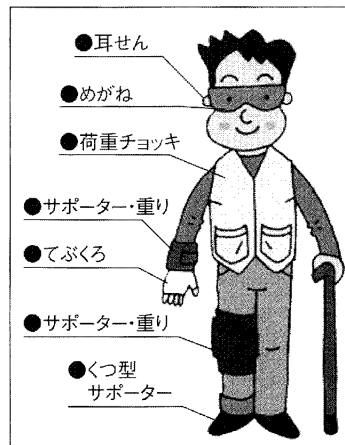
Taro : It was not so difficult because we learned some important things from the people working in the welfare institution before doing volunteer activities. Look at the picture. We tried to be like old people. We put weights on some parts of our body and then it became difficult to walk. We put on special glasses and we could not well. We put on earplugs and we could not well.

Now I can understand old people better.

Mr. Brown : Thank you Taro. Taro taught us an important thing. To help old people, Taro and his friends had to learn what old people needed.

Everyone, you have to think about twenty percent of the Japanese people. Can you guess ① what I mean by twenty percent? I know that Japan is an aging society. In 2005, about twenty percent of the Japanese people were sixty-five years old or older than that. To think about aging societies is very important to all of us. Now, Yumi,

Picture



(「ユニバーサルデザイン・ネット くまもと」による)

please tell us about your volunteer activity.

Yumi : I visited a pre-school with my friends. First, we played games and tried to become friends. Then the children showed us their favorite books in the classroom and we read the books to them. We had to think about how to make children interested in the books. Sometimes we read dramatically in a happy or sad voice. We also used gestures. Before doing this volunteer activity, we thought it was easy to read books to children but it was not. Later we got letters with pictures from the pre-school. I was happy to know that ② the children really enjoyed listening to us. From this experience, we learned we must understand children well.

Mr. Brown : Thank you, Yumi. From your experience, you learned it was important to think about children in volunteer activities. OK, everyone, Taro and Yumi taught us an important thing. In volunteer activities, we must understand other people better and think for them. By doing so, we can make other people happy.

注 welfare institution 福祉施設 told=tell の過去形 experience 経験 weight 重り part 部分 put on 身につける glasses めがね earplug 耳せん percent パーセント aging society 高齢社会 pre-school 幼稚園 dramatically 印象的に voice 声 gesture ジェスチャー thought think の過去形

問1 次の文は、文中の ～ のどこに入れるのが最も適切か。記号で答えなさい。

They taught us to think how we would be when we became older.

問2 , に入れるのに最も適切な組み合わせを、次のア～カから一つ選び、記号で答えなさい。

- ア (a hear b see) イ (a hear b speak) ウ (a see b hear)
- エ (a see b speak) オ (a speak b hear) カ (a speak b see)

問3 下線部①の内容について、具体的に日本語で書きなさい。

問4 下線部②のために、由美たちは具体的にどんなことをしたか。日本語で書きなさい。

問5 に当てはまる英語を、3語以上で書きなさい。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 問題 ◆ 20 - 3 - 49

次の対話文の内容に合っているものを、下のア～エの中から一つ選び、その記号を書け。

(鹿児島県 2008年度)

Ann: Do you know many countries are building windmills to make electricity*? Windmills are good for the earth because CO₂* doesn't come from them.

Jim: I know. Sometimes windmills cannot make much electricity, but they really are earth-friendly*.

Ann: That's right. I should think more about the earth.

Jim: Yes. I use electricity only when I need it.

Ann: Great! You have already started to do a good thing. I would like to find something to do for the earth like you, Jim.



windmills

注 electricity 電気 CO₂ 二酸化炭素 earth-friendly 地球に優しい

ア Ann went to see some windmills with Jim.

イ Jim is teaching Ann how to build a windmill.

ウ Ann wants to do something good for the earth.

エ Jim thinks that Ann's idea about the earth is wrong.

◆ 解答用紙 ◆