

2009 (平成 21) 年度 実施

長文読解Ⅲ 手紙文・Eメール文・日記・その他 － 内容把握

◆ 問題 ◆ 21 - 5 - 1

半年後にアメリカの高校に留学することになった聡は、現在アメリカの大学に留学しているいとこの良夫から次のような手紙をもらいました。この英文を読んで、あとの問1～問6の問いに答えなさい。

(宮城県 2009 年度)

March 20

Dear Satoshi,

I am glad to hear you will start studying in America this year. I hope you will enjoy your new life here.

I can understand your feelings about your English now. When Japanese people start living in America, it is difficult to understand the conversations because American people speak very fast. Now you may think you must study hard to speak and listen to English. But today I want to tell you more important things.

First, in America, communication is important. ①If you have something to say, you should say it. For example, in classes, when you don't understand something, you usually should ask the teachers. And very often you should speak about your opinions in front of other students. For me, both were very hard at first, especially speaking about my opinions. In Japan, we usually don't express our opinions like American people.

Second, you don't have to speak perfect English. They know that your English is not good. American people think that your opinions are more important than your English. ②So, you should try to talk about your opinions although your English is not good. They will ask questions when they don't understand you. And you should ask questions when you don't understand them. Then you can have a good conversation with them.

Third, you should understand better about Japan. You must explain about it when you are in America. My American friends have many questions about Japan. One day, one of them asked me, "To put it simply, what kind of a country is Japan?" I was trying to know about America, but I never thought about Japan, and I couldn't answer that question. Communication means talking about yourself and knowing about the other person. You should talk about Japan to American people, and they will talk about America to you. But it is not easy when we live in our country, because we usually don't think about our country. So, while you are in Japan, you should start learning more about Japan, and have your own ideas.

These three messages are very important to Japanese people who live in America. Keep them in your mind and practice your English. I hope your English A.

See you,
Yoshio

注	feeling(s) 気持ち	conversation(s) 会話	at first はじめのうちは
	express 表現する	then そうすれば	to put it simply 簡単に言うと

問1 下線部①について、その例を、本文の中から具体的に2つ、日本語で書きなさい。

問2 下線部②について、聡がそのようにすべき理由を、本文の内容から具体的に日本語で書きなさい。

問3 本文中の A の中に、本文の内容をふまえて3語以上の英語を書き、英文を完成させなさい。

問4 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) What is difficult when Japanese people start living in America?

(2) Why should Satoshi understand better about Japan?

問5 本文の内容に合うものを、次のア～カの中から3つ選び、記号で答えなさい。

ア Satoshi must not study hard to speak and listen to English while he is in Japan.

イ American people speak about their opinions more than Japanese people.

ウ Satoshi has to stop talking with Japanese people around him to have a good conversation with American people.

エ Talking about yourself and knowing about the other person are important in communication.

オ When we live in our country, we usually don't think about our country. So, Satoshi should start learning about Japan while he is in America.

カ Now, Satoshi should understand that communication, talking about his opinions, and understanding Japan better are important.

問6 あなたがアメリカに留学し、アメリカ人に日本を紹介するとしたら、どのようなことを伝えますか。3文程度の英語で書きなさい。

◆ 解答用紙 ◆

問1	①			
問2	②			
問3	A	I hope your English .		
問4	(1)			
	(2)			
問5				
問6				

◆ 解答 ◆

問1	①	(例) 授業中に理解できないことがあるときは、先生に質問するべきだ。		
		(例) 他の生徒の前で自分の意見を述べなくてはならないことが多い。		
問2	②	(例) アメリカ人は、英語よりも意見の方が大切だと考えるから。		
問3	A	(例) will become better		
問4	(1)	(例) To understand the conversations is difficult.		
	(2)	(例) Because he must explain about it when he is in America.		
問5		イ	エ	カ
問6	(例) In Japan, there are both old and new things. For example, we have many good and old things like Haiku and Sumo. But we also have many good and new things like comics and computer games.			

◆ 解説 ◆

問1 直後の2文に述べられている。

問2 直前の文に述べられている。

問4 (1) 質問は「日本人がアメリカに住み始めるときには、何が難しいですか」。手紙の本文第2段落第2文参照。It is ... to ~. = 「～することは…だ」

(2) 質問は「聡はなぜ、日本についてより理解すべきなのですか」。手紙の本文第5段落第2文参照。

問5 イ 「アメリカ人は日本人よりも自分の意見についてより多く話します」第3段落最終文参照。

エ 「自分自身について話すことと相手の人について知ることが、コミュニケーションにおいては大切です」第5段落第6文参照。

カ 「今では、聡はコミュニケーションや自分の意見について話すこと、そして日本をもっと理解することが大切であると理解しているはずですが」第3段落第1文と下線部②、および第5段落第1文より、良夫から教えられていることがわかる。

◆ 問題 ◆ 21 - 5 - 2

あなたにイギリスに住む外国人の友人から、電子メール (e-mail) が届きました。次のA, Bの2通の電子メールのうち、どちらか一方を選んで返事を書くとしたら、どのようなことを書きたいですか。あとの「あなたの返事」の のところに入る英文を書きなさい。なお、英文は3文以上とし、選んだ電子メールの記号も解答欄に記入すること。

(山形県 2009年度)

A

Hi, ○○○,
How are you?
I have something to ask you. I want to visit Tokyo when I go to Japan next summer.
But I don't know where I should go after Tokyo.
Please give me your idea.
△△△

B

Hi, ○○○,
How are you?
I have something to ask you. I want to talk to a Japanese student who joined our class yesterday. But I don't know what to talk about.
Please give me your idea.
△△△

あなたの返事

Hi, △△△,
Thank you for your e-mail.

Please write again.
○○○

(注) 電子メールの中の、○○○のところにはあなたの名前、△△△のところには友人の名前が入る。

◆ 解答用紙 ◆

選んだ電子メール記号 ()	
A	
B	

◆ 解答 ◆

A	(例) How about Kamakura? I've been there many times because I'm interested in Japanese history. It's easy for you to get there from Tokyo.
B	(例) Why don't you talk about music with your Japanese friend? A lot of us like pop or rock music very much. I think your friend likes music, too.

◆ 解説 ◆

まず、A, Bのうち、自分が答えやすいものを選ぶ。アドバイスを求められているので、How about ~? (~はどうですか) などの表現を使って提案し、自分がそれを勧める理由などを添えるとよい。

◆ 問題 ◆ 21 - 5 - 3

次の文章を読んで、それぞれの問いに答えなさい。

(千葉県 2009 年度)

Dear Mr. and Mrs. Miller,
 Thank you very much for everything you did for me while I was staying in Florida. It has been a week since I came back to Japan. I really enjoyed all the places you showed me. One place I enjoyed was the Kennedy Space Center. I have been interested in space since I was a child, so I was happy that your son took me there.
 Do you remember I told you about Chiaki Mukai? She was the first Japanese woman to go to space. Yesterday, I found another Japanese astronaut on the Internet. Her name is Naoko Yamazaki. She is from Chiba Prefecture like me, so now I feel very close to space.
 I was happy to have a chance to see many places in Florida. Thank you for giving me this chance. If you visit Japan in the future, I'll show you many interesting places.
 See you,
Rieko

注 while ～している間 Florida フロリダ州 Kennedy Space Center ケネディー宇宙センター
 space 宇宙 son 息子 astronaut 宇宙飛行士 prefecture 県close 身近な
 chance 機会

① 本文の内容に合っているものを、次のア～エのうちから一つ選び、その符号を書きなさい。

- ア リエコは帰国して一週間後に、ミラーさん夫妻から感謝の手紙をもらった。
- イ リエコはケネディー宇宙センターへ行って、宇宙に興味を持ち始めた。
- ウ リエコは帰国してから、山崎直子さんのことを知った。
- エ リエコはミラーさん夫妻に、日本のたくさんの場所を案内した。

② 本文の内容に関する次の質問に、英語で答えなさい。

What did Mr. and Mrs. Miller's son do for Rieko?

◆ 解答用紙 ◆

①	
②	

◆ 解答 ◆

①	ウ
②	(解答例) He took her to the Kennedy Space Center.

◆ 解説 ◆

- ① 第1段落第2文と第2段落第3、4文参照。
- ② 質問は「ミラー夫妻の息子はリエコに何をしてくれましたか」 第1段落最終文参照。

◆ 問題 ◆ 21 - 5 - 4

リンカーン高校 (Lincoln High) の生徒たちが、これから訪問する日本の3つの中学校の生徒たちから、それぞれ次の手紙をもらいました。この内容を、リンカーン高校の生徒であるサム (Sam) がまとめたものが、次のページの配付資料 (handout) です。これらを読んで、あとの問1～問5の問いに答えなさい。

(千葉県 2009年度)

注	playground 運動場	championship 選手権	brass band ブラスバンド
	shoe 靴	chorus 合唱団	first place 第1位
	welcome concert 歓迎コンサート	music hall 音楽ホール	laboratory 実験室
	robot ロボット	take part in ～に参加する	

Dear friends in Lincoln High,

Hello. I'm Kenta. I'm writing to tell you about our school, Kitagawa Junior High.

There are 116 boys and 120 girls in our school. Many of us love sports. Our school has a large playground and we like it very much. Our soccer and baseball teams won the city championship last year! Other students practice very hard on our tennis, volleyball, and basketball teams. Would you like to play some sports with us? If you are not interested in sports, we have art and brass band clubs too. We hope to see you soon this summer. Don't forget to bring your sports shoes!

Your friend,

Kenta

Dear students in Lincoln High,

Hi. My name is Yuki. I'm a student from Higashi Junior High. We will be very happy to meet you this summer. Before you come to Japan, we want you to know about our school.

Do you like singing? Our school chorus often wins first place in the city junior high school singing contest. And we also have a very good brass band. When you visit our school, we will have a welcome concert for you. Of course we have other clubs: art, basketball, baseball and soccer.

Our school has 258 students. We have the same number of boys and girls in our school. Let's sing some songs together in our beautiful music hall.

See you soon,

Yuki

Dear Lincoln High,

Hello, friends! I'm Tomoko from Nishiyama Junior High. I'll tell you about our school.

There are 212 students in our school and we have 26 more girls than boys. Our school has a big laboratory. We study science and enjoy making robots there. We make them because our school takes part in a robot contest every year. We now have six robots.

A You can meet it when you visit us this summer!

When you visit us, you can join our clubs: art, chorus, science, volleyball, soccer and baseball.

Goodbye,

Tomoko

[The handout Sam made]

Our friends in Japan sent us letters about their schools. Make your plans with this information before you visit their schools. Let's make many friends there. If you have any questions, please ask me.

- Sam

Table 1

School	Boys	Girls	Total	Other Information
Kitagawa	116	120		They have a large playground.
Higashi			258	They have a beautiful music hall.
Nishiyama		①	212	They have a big laboratory.

Table 2

Club School	Baseball	Soccer	Tennis	(A)	(B)	Brass band	(C)	Art	(D)
Kitagawa	✓	✓	✓	✓	✓	✓		✓	
Higashi	✓	✓		✓		✓	✓	✓	
Nishiyama	✓	✓			✓		✓	✓	✓

注 table 表 total 合計

問1 本文の内容に合うように、 Aの中に入る最も適当な英文を次のア～エのうちから一つ選び、その符号を書きなさい。

- ア We are now making a new one.
- イ You will like all of them.
- ウ You will be interested in our laboratory.
- エ We'd like you to make more robots.

問2 Table 1 の①の中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 93
- イ 106
- ウ 119
- エ 186

問3 Table 2 の(A), (B), (C)に入る最も適当なものの組み合わせを次のア～エのうちから一つ選び、その符号を書きなさい。

ア	(A)	volleyball (B)	basketball (C)	chorus
イ	(A)	basketball	(B) volleyball(C)	science
ウ	(A)	volleyball (B)	chorus (C)	science
エ	(A)	basketball	(B) volleyball(C)	chorus

問4 日本の中学校からの手紙とサムが作成した配付資料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 Kenta says that the students of Lincoln High should buy new sports shoes after coming to his school.
- イ The students of Lincoln High are going to have a welcome concert for the students of Higashi Junior High in the music hall.
- ウ Tomoko would like the students from Lincoln High to make a robot when they visit her school this summer.
- エ Sam tells his friends to use the information given in the letter to plan their visit to the three junior high schools.

問5 次の文章は、サムが3つの中学校へ書いた返事です。文中の (①) ~ (④) の中に入る最も適当な英文を次のア～カのうちからそれぞれ一つずつ選び、その符号を書きなさい。

Dear friends,

My name is Sam Dickson. I will visit Japan this summer with my friends. Thank you for your letters. (①) They were very useful to me.

We didn't know much about Japanese junior high schools. (②) After reading it, some students began to practice playing some music. Some bought new sports shoes. And others went to the library. Do you know why they went there? (③) One of your letters says you have six of them in your laboratory.

(④) I'm sure you will enjoy it when you see us in your schools. We hope to see you soon!

Your friend,
Sam Dickson

- ア I want to hear about your school now.
- イ They wanted to study about how to make robots.
- ウ We want to do something special when we visit you.
- エ So I made a handout about the information in your letters.

- オ They told us many things about your schools.
- カ We had a very good time with you there.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	ア			
問2	ウ			
問3	エ			
問4	エ			
問5	①	オ	②	エ
	③	イ	④	ウ

◆ 解説 ◆

問1 直後の文に着目して考える。

問2 トモコの手紙の本文第2段落第1文から、次のように計算する。 $(212 - 26) \div 2 + 26 = 119$

問3 ケンタの手紙の本文第2段落第5文と、ユキの手紙の本文第2段落第2文と第5文、トモコの手紙の本文最終文を比較して考える。

問4 エ 「サムは友人たちに、3つの中学校への訪問の計画を立てるのに、手紙の中の情報を使うように言っています」 サムが作成した配付資料の2文目参照。

問5 ②, ④ 直後の文の *it* が何を指すかに着目して考える。

③ 直後の文から、ロボットについて述べていることがわかる。

◆ 問題 ◆ 21 - 5 - 5

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

(神奈川県 2009 年度)

One day Emily read an e-mail from her friend Ken.
Hi Emily, I hear that our class will have an *exchange student from Australia. Her name is Alice. Mari and I are going to *plan a *welcome party for her. Could you join us? If you like, please come to Mari's house at ten o'clock in the morning next Saturday. At that time, we'll talk about the welcome party. Ken
exchange student 交換留学生 plan ～ ～を計画する welcome party 歓迎会

Question : What can we say from this e-mail?

1. Ken will not join the welcome party for Alice.
2. Ken and Mari are going to have a welcome party for Alice.
3. Mari will talk about the welcome party for Alice with Ken and Emily in Ken's house next Saturday.
4. Emily will have a welcome party for Alice next Saturday.

◆ 解答用紙 ◆

◆ 解答 ◆

2

◆ 解説 ◆

メールの第3文参照。

◆ 問題 ◆ 21 - 5 - 6

日本の中学生の武 (Takeshi) は、先週日本で行われた国際交流集会で、韓国の中学生のクワン (Kwan) と知り合いました。クワンが帰国後、二人はメールを交換しました。
二人が交換した次のメールを読んで、問1から問6の問いに答えなさい。(※は注の語を示す。)

(山梨県 2009年度)

Dear Kwan,

How are you? Last week we enjoyed talking about ①(ア we イ our ウ us エ ours) families and schools. Today I want to tell you my dream. I live in a small town. At night we can see a lot of stars in the sky. I like looking at stars very much. I like the best of all subjects. My father also likes science. He sometimes tells me interesting stories about science.

Three years ago, he told me a story about the first Japanese woman *astronaut who went to *space in a *space shuttle. It was very exciting to me. I have wanted to be an astronaut since then. The astronaut's name is Mukai Chiaki. My father also showed me her video. In the video she ②(ア is イ was ウ were エ did) speaking English very well when she talked with the other astronauts. I think English is important for my dream, and I study it hard every day. What do you want to be in the future?

From Takeshi

Dear Takeshi,

Thank you very much for your e-mail. I live in a big city, so it is not easy to see stars at night. You and I can see the same stars from different places. That's very interesting.

My brother works at a restaurant and cooks very well. Many people come to his restaurant because they want to eat the food ③(ア cook イ to cook ウ cooked エ cooking) by him. I want to be a good *cook like him. I'm interested in many kinds of food from other countries. To learn about them, I want to read cooking books in English. ④(ア So イ If ウ But エ When) I study English for about two hours at home every day. I want to cook special food for you when you become an astronaut. Would you to try it?

From Kwan

Dear Kwan,

Of course, I want to try your special food! I study English for only about an hour at home. You study it harder than I. I should study as as you. Sorry, but I have to finish writing now. I'll send you another e-mail tomorrow.

From Takeshi

注

astronaut 宇宙飛行士 space 宇宙 space shuttle スペースシャトル
cook コック, 料理をする人

問1 ①～④の () に当てはまる最も適当な語を、本文の内容に合うように、ア～エから一つずつ選び、その記号を書きなさい。

問2 ～ に当てはまる最も適当な英語を、本文の内容に合うように、一語ずつ書きなさい。

問3 次の英文を、 ～ のいずれかに入れるとき、最も適当な場所を一つ選び、その記号を書きなさい。

But I like looking at stars, too.

問4 の中に、「あなたはふつう家でどのくらい英語を勉強しますか。」という内容を表す英文を一つ書きなさい。

問5 の中に、「私には、お母さんのためにしなければならないことがたくさんあります。」という内容を表す英文を一つ書きなさい。

問6 本文とほぼ同じ内容になるように、次の①～④の英文の () に当てはまる最も適当な英語を一語ずつ書きなさい。

- ① Takeshi has wanted to be an astronaut for three ().
- ② Takeshi studies English hard for his ().
- ③ Kwan thinks that it is useful to () books about cooking in English.
- ④ Kwan wants Takeshi to () his special food.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	①	イ	②	イ
	③	ウ	④	ア
問2	A	science	B	like
	C	hard		
問3	b			
問4	How long do you usually study English at home?			
問5	I have a lot of things to do for my mother.			
問6	①	years	②	dream
	③	read	④	try

◆ 解説 ◆

- 問1 ② 直後に **speaking** があるので、<be 動詞+現在分詞>の進行形であることがわかり、**when she talked ...** とあることから、過去時制であることがわかる。
- ③ 「彼によって料理された食べ物を食べたいので…」 形容詞的用法の過去分詞。
- 問2 A 直後の文に着目して考える。
 B **Would you like to ~?** 「～ませんか」 相手を誘うときの表現。
 C **as ... as ~ = 「～と同じくらい…」**
- 問3 文頭の **But** に着目して、直前の文とのつながりを考える。
- 問4 この文の「どのくらい」は、「どのくらい長く、どのくらい長い間」の意味で、時間の長さをたずねている。時間の長さをたずねるときは **how long** を使う。
- 問5 「お母さんのためにしなければならないこと」は形容詞的用法の不定詞を使って表せばよい。
- 問6 ① 武の最初のメールの本文第2段落第1, 3文参照。
 ② 武の最初のメールの本文第2段落最後から2文目参照。
 ③ クワンのメールの本文第2段落第5文参照。
 ④ クワンのメールの本文第2段落最終2文参照。

◆ 問題 ◆ 21 - 5 - 7

次の英文は、アンが、友人の恵美（Emi）にアメリカから送ってきたEメールです。この中で、アンが恵美に頼んでいることは何ですか。最も適切なものをア～エの中から一つ選び、その符号を書きなさい。

（岐阜県 2009 年度）

Hello, Emi. Thank you for finding a hotel in Takayama for my mother and me. I understand that you are busy and can't come to Takayama with us. Don't worry. I think we can go there without you. But I need to know how to get to Takayama from Nagoya. Please tell me about it.

- ア アンの子供に会うこと
- イ 高山へいっしょに行くこと
- ウ 高山で宿泊するためのホテルを予約すること
- エ 名古屋から高山への行き方を教えること

◆ 解答用紙 ◆

◆ 解答 ◆

◆ 解説 ◆

最後から2文目参照。

◆ 問題 ◆ 21 - 5 - 8

次の英文は、よしこさんが英語の宿題で書いた日記と、それに対するALT（外国語指導助手）のトム先生のコメントです。これを読んで、後の問1～問6の問いに答えなさい。

(滋賀県 2009年度)

よしこさんの日記

Today, Mr. Brown, my father's friend, visited us. He was curious about many things in our house. A few minutes later, he was taking some pictures of bonsai in our garden. I didn't see why he was doing that because it was not very (①) for me. So I tried to ask him some questions. I said, "Excuse me," and asked, "(②) taking pictures of it?" He answered, "Because I want to send them to my friends in America. I will tell them how nice Japanese bonsai is." He liked its beautiful small tree and moss.

We talked for a long time and I was surprised that he knew a lot about Japan. I think Japan has good things which I didn't notice. For example, furoshiki is one of them. ③It 【 to / kinds / used / things / carry / many / is / of 】. Maybe, some Japanese people say, "We know our country well because we live here." But ④that is wrong. I want to learn about Japan more through talking with foreign people.

トム先生のコメント

Great, Yoshiko! It may be difficult to know that there are good things near us because ⑤they are too familiar. I hope you had a wonderful time when you talked with Mr. Brown. I think ⑥talking with many different people is useful for us. If we do so, we can get new ideas that help us to find something good around us. Try to talk with many people! Good luck!

注 curious 好奇心が強い garden 庭 moss 苔
notice 気づく familiar なじみのある Good luck! がんばってね。

問1 (①)に入る最も適切なものを、ア～エから1つ選びなさい。

ア strong イ interesting ウ famous エ
tired

問2 (②)に適切な英語を3語入れて、よしこさんがブラウンさん (Mr. Brown) にした質問を完成しなさい。

問3 下線部③が次の意味を表すように、【 】内の語を並べかえなさい。

『それは、さまざまなものを運ぶのに使われます。』

問4 下線部④の示す内容として最も適切なものを、ア～エから1つ選びなさい。

- ア 日本には私たちが知らない多くの良いものがあるということ
- イ 外国の人と話をすることで日本についてもっと学べるということ
- ウ 外国に住んでいる人が日本のことをよく知っているということ
- エ 日本に住んでいるから日本のことをよく知っているということ

問5 下線部⑤は何を指しているのか、本文から抜き出して英語4語で書きなさい。

問6 下線部⑥のようにトム先生が考えたのはなぜですか。日本語で説明しなさい。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	
問6	

◆ 解答 ◆

問1	イ
問2	Why are you
問3	is used to carry many kinds of things
問4	エ
問5	good things near us
問6	身の回りにある良いものに気づかせてくれるような、新しい考えを得ることができるから。

◆ 解説 ◆

- 問1 「それは私にとってあまりおもしろくはなかったので、どうして彼がそうしているのかがわかりませんでした」
- 問2 ブラウンさんが“Because ～”と答えていることから、理由をたずねていることがわかる。また、**taking**があることにも着目する。
- 問3 「運ぶのに使われます」→「運ぶために使われます」と考える。「～するために」は不定詞＜to＋動詞の原形＞で表し、受動態は＜be 動詞＋過去分詞＞で表す。「さまざまな～」＝many kinds of ～
- 問4 **that** は直前の We know our country well because we live here.を指す。
- 問6 直後の文で説明されている。＜help＋目的語＋to ～＞＝「(目的語) が～するのを手伝う、(目的語) が～するのに役立つ」

◆ 問題 ◆ 21 - 5 - 9

次の英文は、高校生の優子（Yuko）さんが、学校祭で体験したことをニューヨークに住む友人のアン（Ann）さんに報告している手紙の一部である。これを読んで問1～問5に答えなさい。

（徳島県 2009年度）

注	discussion 討論	topic 論題, 題目	reason(s) 理由
	against ～ ～に反対の	in fact 実際	besides その上
	even if ～ たとえ～でも	last(ed) 続く	play 劇
	ALT 外国語指導助手	Olivia オリビア (女性の名前)	part 役

問1 次の(a)・(b)の問いに対する答えを、それぞれ()に示された語数の英語で書きなさい。ただし、符号は語数に含めない。

- (a) Was the discussion held in Japanese on the first day of the school festival? (3語)
- (b) Why did the woman take some elementary school children to Yuko's high school to see the English play? (9語)

問2 下線部①について、春夫（Haruo）さんが理由として述べたと考えられる3つのことがらを、優子さんの発言の中から読み取り、日本語で書きなさい。

問3 下線部②について、前後の文の意味が通るように、に4語以上の英語を入れて、英文を完成させなさい。ただし、符号は語数に含めない。

問4 優子さんは、手紙の中で下線部③のように言っているが、その理由として最も適するものをア～エから選びなさい。

- ア オリビアが、上手に子どもたちどうしの会話を引き出していたから。
- イ 健（Ken）が、他の子どもたちにも英語を話させようと懸命になっていたから。
- ウ 子どもたちが、オリビアに向かって英語で話そうと努力していたから。
- エ 英語の先生が以前言っていた言葉を、子どもたちが思い出させてくれたから。

問5 本文の内容と合うものをア～カから2つ選びなさい。

- ア Haruo and Yuko made their speech in front of the elementary school children.
- イ Yuko thinks beautiful natural things in Tokushima give people peace of mind.
- ウ Yuko hears many young people aren't interested in living in a big city in the future.
- エ The play held by elementary school children was on the second day of the festival.
- オ Yuko is sure Ann knows the story of Momotaro, because she saw its play in Japan.
- カ The woman standing near the children tried to help them when Olivia spoke to them.

Dear Ann,

How are you, Ann? I had a school festival last week. Today, I'll tell you about it. You know I'm a member of the English club in my school. We held a discussion in English in front of many students in my school on the first day. The topic was "Where do you want to live in the future, in Tokyo or in Tokushima?" Haruo, a member of our club, spoke first. He said, "I want to live in Tokyo," and then ① he showed us three reasons for it in his speech. Next, I made a speech against his three reasons. I said, "I don't agree with him. First, as he says, there are many interesting jobs in Tokyo, but we have interesting jobs here in Tokushima, too. In fact, my brother returned from Tokyo three years ago and has enjoyed working here very much. Besides, in Tokushima we can enjoy our life with natural things like beautiful rivers and mountains. They make our life better and give us peace of mind. Second, we can enjoy concerts by famous singers even if we live in Tokushima, because we can go to Kobe or Osaka by bus or by car in a short time. Third, he says that in Tokyo people don't have to make any communication with the people living near their houses. I hear many young people are not interested in having communication with their neighbors in their life. But do you really want to have such a life? In Tokushima we know a lot about our neighbors, and the communication with them makes our life happier." The discussion lasted for one hour like this. What do you think of my ideas, Ann? Maybe you have a different idea. Please tell me about it.

On the second day, we, English club members, did the play Momotaro in English with our ALT Olivia. I'm sure you know the story. You read many Japanese books for children when you stayed in Japan. I played the part of the dog. Everyone laughed many times and enjoyed our play. Then, I found some elementary school children and a woman in front of us. They also laughed and looked happy.

When the play was over, Olivia and I went to them. ② First I asked the woman, "?"

"Maybe they can't. They only know the story. But that's OK. I want them to be interested in English. So I took them here," she answered. Then Olivia spoke to the children slowly in English, "Hello, children! Did you enjoy our play?" They didn't say anything. Olivia said again, "My name is Olivia. May I have your names?" They looked at the woman standing by them. The woman said to them slowly with a smile, "Don't be afraid, everyone. Let's tell her your names. Repeat after me slowly. My name is" At that time, one of the children spoke to Olivia, "My name is Suzuki Ken. Nice to meet you." "Oh, Ken. Nice to meet you, too. You speak English very well," said Olivia. Ken looked very happy. And then, the other children tried to speak to her in English. ③ I was impressed. When they were leaving, they said to us in English, "Thank you very much!" Olivia and I were very happy. Then, my English teacher's words, "We should learn English in communication," came to my mind. Through the discussion and the play, I learned that using English is a lot of fun.

◆ 解答用紙 ◆

問1	(a)	
	(b)	
問2		
問3		
問4		
問5		

◆ 解答 ◆

問1	(a)	No, it wasn't.	
	(b)	Because she wanted them to be interested in English.	
問2		興味深い仕事がたくさんある。	
		有名な歌手のコンサートを楽しむことができる。	
		近所に住む人々とつきあいをしなくてもよい。	
問3		(例) Can they understand English	
問4		ウ	
問5		イ	カ

◆ 解説 ◆

- 問1 (a) 問いは「学校祭の初日に、討論は日本語で行われましたか」。第1段落第5文参照。
 (b) 問いは「女性はなぜ、英語劇を見るために、小学生の子どもたちを優子さんの高校へ連れて行きましたか」。最終段落第6, 7文参照。
- 問2 第1段落第11, 15, 16文参照。第15文では、「たとえ徳島に住んでいても…」と言っていることから、春夫さんの発言を推測することができる。
- 問3 直後の返答から、Can they ～? とたずねていることがわかる。
- 問5 イ「優子さんは、徳島の美しい自然のものは人々に心の平和を与えていると思います」第1段落第13, 14文参照。
 カ「子どもたちの近くに立っていた女性は、オリビアさんが彼らに話しかけたとき、彼らを手伝おうとしました」最終段落第14～17文参照。

◆ 問題 ◆ 21 - 5 - 10

次の文章は、屋久島 (Yaku Island) を旅行した慎と、オーストラリアに住む友人のBillとのe-mail (Eメール) のやりとりです。これを読んで、あとの問1～問9の問いに答えなさい。(*印をつけた語句は、あとの〔注〕を参考にしなさい。)

(香川県 2009年度)

Hi, Bill.

I visited Yaku Island with my family last month. Yaku Island ①is for its big old trees. I saw some of them on the trip. Have you ever ② the tree called *Jomonsugi? Some people ③ Jomonsugi is about 3,000 years old. ④**ぼくはそれを知って驚きました。** When I saw the tree for the first time, I could not speak a word. I was looking at the tree quietly. I just said goodbye to the tree and ⑤(leave) there.

⑥**I hope that (last of will tree life the the) forever.**

Shin

Hi, Shin.

⑦**ぼくは、昨日あなたのEメールを読むのを楽しみました。** We also have wonderful nature here in Australia. Do you know *the Great Barrier Reef? We can see many beautiful *coral reefs there.

But we have a ⑧ the coral reefs. Some of them are dying now. *According to some scientists, the coral reefs are dying because the sea is getting warmer. If we do nothing about it, the coral reefs may die in a short time. ⑨**We (thinking should about to start how) *protect beautiful nature more *seriously.**

Bill

〔注〕 Jomonsugi 縄文杉 (屋久島にある木)

the Great Barrier Reef オーストラリアにあるサンゴ礁の名称

coral reef (s) サンゴ礁

according to ～ ～によれば

protect 保護する

seriously 真剣に

問1 下線部①を、「大きくて古い木で有名です」という意味にするには、内に、どのような語を入れたらよいか。最も適当な語を一つ書け。

問2 ②の内にあてはまるものは、本文の内容からみて、ア～エのうちのどれか。最も適当なものを一つ選んで、その記号を書け。

- ア hear of イ heard of ウ hear from エ heard from

問3 ③の内にあてはまるものは、次のア～エのうちのどれか。最も適当なものを一つ選んで、その記号を書け。

- ア say that イ saying that ウ say to エ saying to

問4 下線部④の日本語を英語で書き表せ。

問5 ⑤の () 内のleaveを、最も適当な形になおして一語で書け。

問6 下線部⑥が、「ぼくはその木の生命が永久に続くことを願っています。」という意味になるように、() 内のすべての語を、正しく並べかえて書け。

問7 下線部⑦の日本語を英語で書き表せ。

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

- ア rule about イ system of ウ problem with エ reason for

問9 下線部⑨の () 内のすべての語を、意味が通るように、正しく並べかえて書け。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	
問6	I hope that _____ forever.
問7	

問9	We _____ protect beautiful mature more seriously.
----	------------------------------------------------------

◆ 解答 ◆

問1	famous	
問2	イ	
問3	ア	
問4	(解答例) I was surprised to know that.	
問5	left	
問6	I hope that <u>the life of the tree will last</u> forever.	
問7	(解答例) I enjoyed reading your e-mail yesterday.	
問8	ウ	
問9	We <u>should start thinking about how to</u> protect beautiful nature more seriously.	

◆ 解説 ◆

問2 「今までに縄文杉と呼ばれる木について聞いたことはありますか」 文頭に Have があるので、現在完了形の文であることがわかる。現在完了形は<have[has]+過去分詞>で表す。hear of ～＝「(～について) 伝え聞く, ～のうわさを聞く」 hear from ～＝「～から便りをもらう」

問4 「～して」という感情の原因は、不定詞で表す。

問5 過去の出来事について話しているので、過去形にする。leave は leave - left - left と不規則に変化する。

問7 「～するのを楽しむ」＝ enjoy ～ing

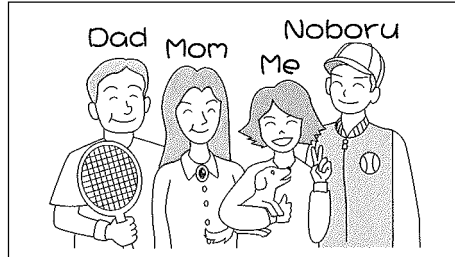
問8 「しかし、サンゴ礁については問題があります」 直後の文に着目して考える。

問9 「私たちはもっと真剣に、美しい自然を保護する方法について考え始めるべきです」 start ～ing ＝「～し始める」 how to ～＝「～の方法, ～の仕方」

◆ 問題 ◆ 21 - 5 - 11

次の英文は、オーストラリアへの短期留学に行くことになった久美（Kumi）がお世話になるホストファミリーに書いた手紙文である。これを読んで、問1～問4に答えなさい。

(佐賀県 前期 2009年度)



Dear host family,

My name is Kumi Takahashi. I'm a girl and fifteen years old. I'm very glad to join this short visit program.

First, I'd like to write about myself. I live in Saga, Kyushu. I go to Hagakure Junior High School. My school has a very big library. Every day I read books in the library after lunch. My hobby is going shopping.

Every Sunday I go to the department store near my house and enjoy shopping. I'm interested in English and math. Also, I like using computers. I'd like to get a job at a computer *company in a foreign country.

Next, I'm going to write about my family. I am sending a picture with this letter. Please look at the picture. The man who ① is my father, Hiroshi. He works at the city hall and sometimes comes home late. The woman who ② is my mother, Sayuri. She works at a bookstore. The boy who ③ is my brother, Noboru. He is a high school student. He likes baseball and practices it every day at school. The girl with a little dog is me. The dog's name is Ben. I like to walk with him in the morning, because many people talk to us on the street. After we get home, I usually give him some food. He is very cute.

This is my first time to a foreign country and I am very excited about visiting Australia. During my stay I am going to visit a junior high school for two weeks. I want to make many friends there and I want to learn how they are studying. Also, I'd like to show you a part of Japanese culture. I'll be happy if I can make some Japanese food for you.

I'll see you soon.

Sincerely yours,

Kumi

company 会社

問1 久美は昼食後どのように過ごしているか。日本語で書きなさい。

問2 写真の内容と合うように、次の(a)～(c)の英語を①～③に入れるとき、最も適当な組合せになっているものを、下のア～エの中から一つ選び、記号を書きなさい。

- (a) wears a cap
- (b) has a tennis racket
- (c) has very long hair

	①	②	③
ア	(b)	(a)	(c)
イ	(b)	(c)	(a)
ウ	(c)	(a)	(b)
エ	(c)	(b)	(a)

問3 久美は滞在中、ホストファミリーのために何をしたいと考えているか。具体例を含めて日本語で書きなさい。

問4 本文の内容に合うものを、次のア～オの中から一つ選び、記号を書きなさい。

- ア Kumi likes shopping and goes to the department store near her house once in a month.
- イ Kumi is interested in English and she wants to be a teacher of English.
- ウ Both Kumi's father and mother work at the city hall and Kumi's brother goes to high school.
- エ Kumi takes care of a little dog, Ben.
- オ Kumi is very excited because this is her second visit to a foreign country.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 解答 ◆

問1	(図書館で) 読書をして過ごしている。	
問2	イ	
問3	日本の料理を作るなどして、日本文化の一部を見せたい (と考えている)。	
問4	エ	

◆ 解説 ◆

問1 本文第2段落第5文参照。

問3 本文第4段落最後の2文に書かれている。

問4 ア「久美は買い物が好きで、月に1度、家の近くのデパートへ行きます」 毎週日曜日に行っている。
 イ「久美は英語に興味があり、英語の先生になりたいと思っている」 外国のコンピュータ会社で働きたいと思っている。
 ウ「久美の父親と母親はともに市役所で働き、久美の兄は高校に通っている」 母親は書店で働いている。
 エ「久美は子犬のベンの世話をしています」 第3段落最後から4～2文目参照。
 オ「これが外国への2回目の訪問なので、久美はわくわくしています」 初めての訪問である。

◆ 問題 ◆ 21 - 5 - 12

次の英文は、カナダからの留学生であるジム（Jim）が、これまでお世話になった英語教師の松尾先生（Mr. Matsuo）へ書いた手紙である。これを読んで、問1～問4に答えなさい。

（佐賀県 後期 2009年度）

Dear Mr. Matsuo,

I cannot believe that eleven months have already passed since I came to Japan. It was very interesting to be a foreign student at your high school.

*At first, I couldn't speak to anyone because it was very difficult for me to understand Japanese. I wanted to go back to Canada at that time. But then I became happier because you understood English well. *Thanks to you, I had a very good time in Saga. You often taught me Japanese after school. Now I can speak and understand Japanese much better. And I have made a lot of friends. When I visited your family, we enjoyed eating dinner and talking about the differences between our countries, both in Japanese and in English. I will never *forget that night.

Living in Saga has been wonderful. People are always kind to me. I have decided to study the Japanese language in college, because I want to be a teacher of Japanese in Canada. But, before that, I will come back to Japan as an ALT and teach English to high school students with you. If we work together, more students will be interested in English. I know that many students like you very much. They say you do many things you can do for them both in the class and in club activities. You are a great teacher and I want to be a teacher like you.

Please come to see me and my family in Canada. Then I can show you the beautiful *nature in my town. There are many beautiful lakes. When I was small, I often went swimming with my father. Let's go swimming together. I hope you will like it.

I have just a few more weeks here in Saga. I hope I can spend a little more time with you and your family. Your *daughter is only ten years old, but her English is getting much better. When I was talking with her, she told me about her dream in English. She wants to become a doctor and work for sick people in the world. I hope her dream will *come true.

I want to say thank you for everything. I hope to see you again.

Sincerely,
Jim Scott

at first 最初は	thanks to～ ～のおかげで	forget～ ～を忘れる
nature 自然	daughter 娘	come true (夢などが) 実現する

問1 下線部のように、最初ジムが思ったのはなぜか。日本語で書きなさい。

問2 多くの生徒が、松尾先生のことが好きだと言っているのはなぜか。日本語で書きなさい。

問3 松尾先生の娘の夢とはどのようなものか。日本語で書きなさい。

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

- ア Mr. Matsuo was kind to Jim because he wanted to learn English from Jim.
- イ Jim's Japanese has become better now thanks to Mr. Matsuo.
- ウ Mr. Matsuo once visited Jim for dinner.
- エ Jim wants to be a teacher of English in college.
- オ Mr. Matsuo wants to see beautiful lakes in Canada next year.
- カ Jim hopes that he will meet Mr. Matsuo's family again before leaving Saga.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 解答 ◆

問1	(最初,) 日本語を理解するのがとても難しかったので, 誰にも話しかけることができなかったから。
問2	授業でも部活動でも, 生徒のためにできる多くのことをするから。
問3	医者になって世界の病気の人たちのために働きたい。
問4	イ, カ

◆ 解説 ◆

- 問1 直前の文に述べられている。It is ... for - to ～. = 「～にとって～することは…です」
- 問2 本文第3段落最後から2文目参照。
- 問3 本文第5段落最後から2文目に述べられている。
- 問4 イ「松尾先生のおかげで, ジムの日本語は今ではよりよくなりました」 第2段落第5, 6文参照。 カ「ジムは佐賀を出発する前に, もう1度松尾先生の家族に会えるといいと思っています」 第5段落第2文参照。

◆ 問題 ◆ 21 - 5 - 13

次はジュディ (Judy) とその母親サラ (Sarah) の会話の場面から始まる文章です。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 2009年度)

“Who is this boy?” Judy said to her mother, Sarah. Judy had a picture in her hand. “Oh, it’s Hiroshi, my friend from Japan,” Sarah said. It was Saturday afternoon. Judy was looking at her mother’s old pictures. “He came to our town when I was in high school. He was an exchange student and stayed for one year. He was in my class and we had a good time together. I still have the letters he sent to me.”

Sarah showed one of them to Judy.

Dear Sarah,

I left your town a month ago. How are you? I really enjoyed staying there. (a)On the first day at school I was very nervous, so I didn’t talk much. When I was just sitting and didn’t know what to do, you spoke to me and showed me around the school. After that day I made many new friends at school and learned many things. One day we talked about our dreams. When I said that I wanted to be an English teacher in Japan, you said to me, “That’s wonderful! You can do it.” Do you remember? Your words gave me hope. Now I’m studying hard for (b)my dream. Please say hello to your family and friends. I hope to see you again.

Your friend,
Hiroshi

“Did he become an English teacher?” Judy asked. “I don’t know, Judy. We wrote letters to each other two or three times, but after that I became too busy and I didn’t have time to write,” Sarah said. Judy thought for a while and decided to write (c)a letter to Hiroshi.

The next day, Judy wrote a letter and sent it to Hiroshi. Then, two weeks later, she got a letter from him.

Dear Judy,

Thank you for your letter. I am glad to know that Sarah has a nice daughter like you. I haven’t written a letter to her for a long time, but I always remember her. On the first day at school, I was so nervous because I could not speak English well. Then your mother said to me, “Don’t worry. Your English will be better if you practice more.” The next day I spoke to many people in English and my school life became fun. I want to say “Thank you” to her because she encouraged me. Now I teach English at a junior high school in my town. I always tell my students (d)the thing your mother told me because I know it’s very important when we learn a language. I also teach English to my daughter at home. She is just as old as you. In your letter, you wrote that you wanted to learn about Japan. If you have time, please come and visit us. My daughter will show you around our town.

Your new friend,
Hiroshi

注	nervous 不安な	say hello to ~ ~によろしく言う	each other お互い
	for a while しばらくの間	decide (～を) 決める	daughter 娘
	encourage (～を) 励ます	smile ほほえむ	

問1 下線部(a)について、この日のヒロシ (Hiroshi) に関する出来事として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア たくさんの新しい友達ができた。
- イ ジュディと夢について話した。
- ウ サラに学校を案内してもらった。
- エ 元気がないサラを励ました。

問2 下線部(b)の具体的な内容を日本語で書け。

問3 次の会話は下線部(c)についてジュディとサラが行った会話である。文中の (①) と (②) に入る最も適当なものをそれぞれ下のア～エの中から一つずつ選んで、その記号を書け。

Judy: Mother, I want to write a letter to your friend, Hiroshi.

Sarah: (①) do you want to do that?

Judy: Well, first, I want to know what he does now. Also, I am (②) in Japan. I want to learn about its culture.

Sarah: That’s good. You can try.

- ① ア Why イ What ウ When エ Where
- ② ア born イ living ウ interested エ teaching

問4 下線部(d)の内容として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア 英語を上手に話せないと不安になるということ。
- イ もっと練習すれば英語はうまくなるということ。
- ウ 親切にしてくれた人には感謝すべきだということ。

エ やはり言語を学ぶことは大切だということ。

問5 下線部(e)の理由として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア ヒロシを励ましたのがサラだったと初めてわかったから。
- イ ヒロシが留学をきっかけとして、夢を実現させていたから。
- ウ ヒロシがジュディのために彼の住む町を案内してくれたから。
- エ ヒロシの娘も英語の教師を目指していることがわかったから。

問6 本文の内容と一致するものを次のア～カの中から二つ選んで、その記号を書け。

- ア Judy found an old picture and some letters when she was cleaning her house.
- イ Hiroshi spoke to Sarah on the first day at school because she looked nervous.
- ウ Sarah could not write many letters to Hiroshi because she was very busy.
- エ Hiroshi teaches English to both his students and his daughter in Japan.
- オ Hiroshi's daughter is going to come and see Judy's family next summer.
- カ Judy said that she wanted to visit Japan, but her father said that she could not go.

◆ 解答用紙 ◆

問1			
問2			
問3	①		②
問4			
問5			

問6		
----	--	--

◆ 解答 ◆

問1	ウ		
問2	日本で英語の先生になること		
問3	①	ア	② ウ
問4	イ		
問5	イ		
問6	ウ, エ		

◆ 解説 ◆

- 問1 ウ サラへの手紙の本文第5文参照。
- 問2 サラへの手紙の本文第8文参照。
- 問3 ② be interested in ～ = 「～に興味がある」
- 問6 ウ サラへの手紙の直後の段落第3文参照。
エ ジュディへの手紙の本文最後から7文目と5文目参照。

◆ 問題 ◆ 21 - 5 - 14

次はジュディ（Judy）とその母親サラ（Sarah）の会話の場面から始まる文章です。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 2009年度）

“Who is this boy?” Judy said to her mother, Sarah. Judy had a picture in her hand. “Oh, it’s Hiroshi, my friend from Japan,” Sarah said. It was Saturday afternoon. Judy was looking at her mother’s old pictures.

“He came to our town when I was in high school. He was an exchange student and stayed for one year. He was in my class and we had a good time together. I still have the letters he sent to me.”

Sarah showed one of them to Judy.

Dear Sarah,

I left your town a month ago. How are you? I really enjoyed staying there. (a)On the first day at school I was very nervous, so I didn’t talk much. When I was just sitting and didn’t know what to do, you spoke to me and showed me around the school. After that day I made many new friends at school and learned many things. One day we talked about our dreams. When I said that I wanted to be an English teacher in Japan, you said to me, “That’s wonderful! You can do it.” (b)Do you remember? Your words gave me hope. Now I’m studying hard for my dream. Please say hello to your family and friends. I hope to see you again.

Your friend,
Hiroshi

“Did he become an English teacher?” Judy asked. “I don’t know, Judy. We wrote letters to each other two or three times, but after that I became too busy and I didn’t have time to write,” Sarah said. Judy thought for a while and decided to write (c)a letter to Hiroshi.

The next day, Judy wrote a letter and sent it to Hiroshi. Then, two weeks later, she got a letter from him.

Dear Judy,

Thank you for your letter. I am glad to know that Sarah has a nice daughter like you. I haven’t written a letter to her for a long time, but I always remember her. On the first day at school, I was so nervous because I could not speak English well. Then your mother said to me, “Don’t worry. Your English will be better if you practice more.” The next day I spoke to many people in English and my school life became fun. I want to say “Thank you” to her because she encouraged me. Now I teach English at a junior high school in my town. I always tell my students (d)the thing your mother told me because I know it’s very important when we learn a language. I also teach English to my daughter at home. She is just as old as you. In your letter, you wrote that you wanted to learn about Japan. If you have time, please come and visit us. My daughter will show you around our town.

Your new friend,
Hiroshi

(e)Judy felt very happy when she read the letter. Her mother was happy, too. That night she showed the letter to her father. He smiled and said, “Judy, do you want to visit Japan next summer? You can meet Hiroshi and his daughter.” Judy said, “Is that OK? I want to see them.” Now Judy is studying Japanese hard and waiting for the summer.

注 exchange student	交換留学生	nervous	不安な	say hello to～	～によろしく言う
each other	お互い	for a while	しばらくの間	decide	(～を) 決める
daughter	娘	encourage	(～を) 励ます	smile	ほほえむ

問1 下線部(a)について、この日のヒロシ（Hiroshi）に関する出来事として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア Hiroshi made a lot of new friends.
- イ Judy and Hiroshi talked about their dreams.
- ウ Sarah showed Hiroshi around the school.
- エ Hiroshi wrote a letter to Sarah.

問2 下線部(b)では、何について「覚えていますか」とたずねているか。その内容を45字以上55字以内の日本語で書け。なお、句読点も字数に含む。

問3 次の会話は下線部(c)についてジュディとサラが行った会話である。本文を参考にして（①）と（②）に入る最も適当な英語を1語ずつ書け。

Judy: Mother, I want to write a letter to your friend, Hiroshi.

Sarah: (①) do you want to do that?

Judy: Well, first, I want to know what he does now. Also, I am (②) in Japan. I want to learn about its culture.

Sarah: That’s good. You can try.

問4 下線部(d)の具体的な内容を日本語で書け。

問5 下線部(e)の理由として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア ヒロシを励ましたのがサラだったと初めてわかったから。
- イ ヒロシが留学をきっかけとして、夢を実現させていたから。
- ウ ヒロシがジュディのために彼の住む町を案内してくれたから。
- エ ヒロシの娘も英語の教師を目指していることがわかったから。

問6 本文の内容と一致するものを次のア～カの中から二つ選んで、その記号を書け。

- ア Judy found an old picture and some letters when she was cleaning her house.
- イ Hiroshi spoke to Sarah on the first day at school because she looked nervous.
- ウ Sarah could not write many letters to Hiroshi because she was very busy.
- エ Hiroshi teaches English to both his students and his daughter in Japan.
- オ Hiroshi's daughter is going to come and see Judy's family next summer.
- カ Judy said that she wanted to visit Japan, but her father said that she could not go.

◆ 解答用紙 ◆

問1				
問2				
問3	①		②	
問4				
問5				
問6				

◆ 解答 ◆

問1	ウ		
問2	ヒロシが「日本で英語の教師になりたい」と言った時、サラが「あなたならできる」と言って励ましてくれたこと。		
問3	①	Why	② interested
問4	もっと練習すれば英語はうまくなるということ。		
問5	イ		
問6	ウ, エ		

◆ 解説 ◆

- 問1 ウ サラへの手紙の本文第5文参照。
- 問2 直前の2文の内容をまとめる。
- 問3 ② be interested in ～ = 「～に興味がある」
- 問6 ウ サラへの手紙の直後の段落第3文参照。
エ ジュディへの手紙の本文最後から7文目と5文目参照。

◆ 問題 ◆ 21 - 5 - 15

次の英文はサキ (Saki) とアメリカ人のクリス (Chris) の電子メール (e-mail) でのやり取りについて書かれたものです。それを読んで、下記の問題に答えなさい。

(沖縄県 2009 年度)

Saki is a junior high school student from Okinawa. She plays softball and likes to watch many different sports. She really wants to visit other countries and watch their sports, but she has never been to a foreign country.

Next summer she will have a chance to visit the U.S. on a *student exchange program. Saki sent an e-mail to Chris, her host brother. She asked Chris about American sports and he answered her questions in the e-mail *below.

Hello Saki,

How are you doing? Thank you for sending me an e-mail. Yes, I like sports very much. I *especially like baseball, and I play it everyday. We have a *professional baseball team in our city. I watched a baseball game last night with my friend and his father. It was a really wonderful game. We also have a professional basketball team, and we sometimes go to the games. In summer we can enjoy *surfing at the beaches too.

In our city there are *amusement parks and many other fun places to go. They are very exciting. I hope you will like these places when you come to visit.

*By the way, I went to a Japanese restaurant after the baseball game last night. It was my first time to eat Japanese foods. Can you tell me about your favorite Japanese foods in your next e-mail?

Your friend,
Chris Turner

注 student exchange program 生徒交流プログラム below 下記の especially 特に
professional プロの surfing サーフィン amusement parks 遊園地
by the way ところで

問1 次の文は本文をまとめた文章です。(1)～(4)に入れるのに最も適切なものを下記のア～オより選び、記号で答えなさい。

Saki wants to visit other countries and (1). She wrote an e-mail to Chris and (2). Chris answered that he likes to play and watch baseball. In his city, there are (3). He wants to know (4).

- ア many fun places to go
- イ about Saki's favorite Japanese foods.
- ウ watch sports in those countries
- エ goes to the beaches
- オ asked him about American sports

問2 本文の内容と一致するものを下記のア～エの中から2つ選び、記号で答えなさい。

- ア Saki has been to other countries to watch sports.
- イ Saki will go to the U.S. next summer and stay at Chris's house.
- ウ Chris watched a baseball game with his father last night.
- エ Chris likes to play baseball and sometimes watches basketball games.

問3 e-mail中の下線部(日本の食べ物)について、解答用紙の文の続きを主語と動詞を含む2文の英語で書きなさい。ただし、食べ物の名前はローマ字で書いてもかまいません。

◆ 解答用紙 ◆

問1	1	
	2	
	3	
	4	
問2		
問3	Dear Chris, I will tell you about my favorite Japanese foods.	

◆ 解答 ◆

問1	1	ウ
	2	オ
	3	ア
	4	イ
問2	イ	エ
問3	<p>【解答例】</p> <p>例1 I like Yakisoba. I eat it at festivals.</p> <p>例2 Ramen.</p> <p>例3 <u>Sushi is</u>. I like it. I <u>am</u> sushi.</p> <p>例4 Sukiyaki is delicious. <u>Try it</u>.</p> <p>例5 I don't eat sashimi <u>but</u> my father likes it very much.</p> <p>例6 Gyu-don is a Japanese dish <u>which</u> I like the best.</p> <p>例7 I like <u>kare-raisu, teriyaki, and okonomiyaki</u>.</p>	

◆ 解説 ◆

- 問1 1 電子メールの上の部分の第1段落最終文参照。
 2 電子メールの上の部分の第2段落最終文参照。
 3 電子メールの本文第2段落第1文参照。
 4 電子メールの本文最終段落最終文参照。
- 問2 イ 「サキは次の夏にアメリカに行き、クリスの家に滞在するつもりです」 電子メールの上の部分の第2段落第1, 2文参照。
 エ 「クリスは野球をするのが好きで、ときどきバスケットボールの試合を見ます」 電子メールの本文第1段落第4文と最後から2文目参照。
- 問3 自分の好きな日本の食べ物について、主語と動詞を含んだ2文の英語で、自由に書けばよい。