

2009（平成 21）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 ◆ 21 - 3 - 1

次の英文は、早紀が、卒業 (graduation) を記念して取り組んでいる活動について、英語を教えているラッド (Ladd) 先生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 2009 年度)

Mr. Ladd: Hi, Saki. I hear you worked hard to make the yearbook. How was it?
 Saki: It was fun. I making it with my friends last week. There are many pictures of school events in it, for example, the school trip and the sports festivals.
 We hope the yearbook will be a great memento for all the third-year students.
 Mr. Ladd: I think they'll be happy to see pictures of their school life after graduation. How did you get pictures for the yearbook?
 Saki: We our friends and teachers to bring pictures of our school events. They gave us about three hundred pictures, but we couldn't use all of them. So, we chose one hundred pictures.
 Mr. Ladd: Was it difficult to choose good pictures, Saki?
 Saki: Yes. But we enjoyed making the yearbook. Now we're doing another thing for our graduation, Mr. Ladd.
 Mr. Ladd: What is it?
 Saki: We want to show the third-year students a video to look back on our school life, and we're making it now. For the music in it, I'll play the piano.
 Mr. Ladd: I think your music will make the video wonderful.
 Saki: I hope so. The day before our graduation, the third-year students will watch it in the gym. You can see yourself in the video.
 Mr. Ladd: Really?
 Saki: Yes. Do you remember you sang with us at the school festival? You'll watch the scene in the video. I'll be happy if you join us on that day, Mr. Ladd.
 Mr. Ladd: Thank you. I'm glad to hear that. I think the things you're doing for your graduation will be a good memory for you.
 Saki: Thank you.

注 yearbook 卒業記念アルバム event(s) 行事 memento 思い出の品
 the third-year student(s) 3年生 couldn't ~ all すべてを~できたわけではなかった
 chose choose (選ぶ) の過去形 look back on ~を振り返る the day before ~の前日
 gym 体育館 sang sing の過去形 scene 場面 memory 思い出

問1 本文の内容に合うように、(1) , (2) の対話文の に入る適当な1語をそれぞれ書きなさい。

(1) "Saki and her friends got many pictures for the yearbook. How many pictures did they get from their friends and teachers?"

"They got about pictures."

(2) "Saki and her friends are making something for the day before the graduation. What are they making?"

"They're making a to the third-year students in the gym."

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

raise	ask	finish	look	listen
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問3 下線部の示す内容を、具体的に日本語で書きなさい。

問4 本文の内容から考えて、次の (1) , (2) の に入る英語として最も適当なものを、ア～エからそれぞれ選びなさい。

(1) Saki and her friends made the yearbook .

ア with a CD of songs students sang at the school festival

イ with a lot of pictures of school events

ウ for the teachers who sang songs at the school festival

エ for the students who took many pictures during the school trip

(2) Mr. Ladd is glad to hear that .

ア Saki hopes he'll come to the gym to watch the video

イ the third-year students know who plays the piano in the video

ウ he can make the yearbook for the third-year students

エ the teachers enjoyed playing games with students in the sports festival

◆ 解答用紙 ◆

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

◆ 問題 ◆ 21 - 3 - 2

次の英文は康平が、日本とアメリカ (America) の学校の違いについて、アメリカから来たテッド (Ted) 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 2009 年度)

Kohei: Hi, Ted. What are you doing?
 Ted: I'm writing a letter to my brother, Jim. I got a letter from him yesterday.
 Kohei: What did he write in his letter?
 Ted: He wrote he'll enter high school next month. He's really looking forward to his new school life.
 Kohei: Next month? Does school start in September?
 Ted: (1) In my country, it usually starts in September and ends in June. We have more than two months for summer vacation.
 Kohei: Really! That's very different. Can you tell me any other differences you've found between your school in America and this school? I'm interested in them.
 Ted: OK, Kohei. For example, one of the differences is lunch in the classroom.
 Kohei: (2)
 Ted: Well, at my school in America, students don't have lunch in their classrooms. They go to the school cafeteria to have the lunch they bring from home. They can also buy their lunch there.
 Kohei: I didn't know that.
 Ted: Another big difference is school uniform. I learned about school uniform before I came to Japan, but I'm still surprised to see that all the students at this school wear school uniform.
 Kohei: I hear most of the schools in America don't have school uniforms.
 Ted: Exactly. My school doesn't have a school uniform. So, I enjoy wearing school uniform. It's a new experience for me.
 Kohei: I think you've learned many new things since you came here.
 Ted: Yes. (3)
 Kohei: I agree. I want to talk more about school life in America.
 Ted: Sure, Kohei. I also have some things to ask you about school life in Japan.
 Kohei: OK, Ted. The next class will start soon. Let's talk later.
 Ted: Nice to talk with you, Kohei.

注 enter 入学する look forward to ~を楽しみにしている end 終わる
 more than ~より多い found findの過去分詞形 school cafeteria 学校内の生徒用の食堂
 most of ほとんどの~ exactly そのとおり experience 経験

問1 本文の内容から考えて、(1) 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 No, I can't. イ I'll take it. ウ That's right. エ Yes, it has.

問2 本文の内容から考えて、(2) 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 When do students in Japan go to a school cafeteria?
 イ What did you have for lunch?
 ウ What do you mean?
 エ How do you like your school life here?

問3 本文の内容に合うものを、ア～オから2つ選びなさい。
 ア Ted's brother finished high school last September.
 イ Ted explained where the students have lunch at Ted's school in America.
 ウ Most of the students at Ted's school in America wear school uniform.
 エ It's a new thing for Ted to wear school uniform.
 オ Ted has many questions about American school life for Kohei.

問4 本文の(3)に、「違いを見つけることは、とてもおもしろい。」という意味を表す英文を書きなさい。

問5 康平は、放課後にテッドと次のような会話をしました。(A) を含む英文の答えが下線部①となるように、また、(B) を含む英文の答えが下線部②となるように、次の対話文の(A), (B) に入る英語を、それぞれ2語以上で書きなさい。

Ted: I hear you're a member of the karate team in this town, Kohei.
 Kohei: Yes. I practice it three times in a week.
 Ted: How (A) every time?
 Kohei: ①For two hours. I always enjoy it. Do you play any sports in your town in America?
 Ted: Yes. I play tennis and basketball in my town.
 Kohei: Which is (B) in your town, tennis or basketball?
 Ted: ②I think more people like basketball than tennis in my town.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	A How every time?
	B Which is in your town, tennis or basketball?

◆ 問題 ◆ 21 - 3 - 3

次の英文は、イギリス (Britain) での留学を終え、日本の高校に通っているユミ (Yumi) が、雨の中、傘をささずに歩いているアメリカからの留学生メグ (Meg) を見かけたときのものです。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 2009年度)

Yumi : Let's use this umbrella together!
 Meg : Thank you. Oh, you are Yumi, right?
 Yumi : Yes, I am. We have never talked to each other*, right?
 Meg : No, we haven't.
 Yumi : ① You are looking down. Are you OK?
 Meg : ...Yes, I'm fine. Oh, your umbrella looks very nice.
 Yumi : Does it? In April last year, when I got to my host mother's house in Britain, she gave me this umbrella. She said, "Welcome to Britain. This is my present for you."
 Meg : Why did she give you this umbrella?
 Yumi : Have you heard how the weather is in April in Britain?
 Meg : No, I haven't.
 Yumi : In Britain the weather changes many times in a day in April. You have sunny, cloudy, and rainy weather in one day.
 Meg : Does it change so often? I don't believe it.
 Yumi : I didn't believe it either when my host mother talked about the weather. But it really changed. She gave me this umbrella in case of* rain.
 Meg : She was very kind. Now this umbrella also makes me happy because I am under this umbrella with you. Thank you for sharing* your umbrella.
 Yumi : You are welcome. By the way*, are you really all right?
 Meg : Well, I'm worrying about my friend. I argued* with her about a small thing.
 Yumi : Don't worry. Everything is like the weather in April in Britain. It is (②) in the morning, and suddenly it begins to rain. But after an hour you have (③) weather again. It is like our life. Bad things don't (④) forever. Cheer up*, Meg.
 Meg : Thank you for talking to me. I think we can become good friends.
 Yumi : Of course, ⑤ each other on a rainy day.

each other おたがい in case of ～に備えて share ～をともに使う
 by the way ところで argue 口論する cheer up 元気をだす

問1 文中の下線部① You are looking down について、次のア～エのうち、文全体の内容から推測して、この英語の意味として最も適当なものはどれですか。一つ選び、その記号を書きなさい。

- ア 驚いているようにみえる。 イ 元気がないようにみえる。
 ウ 期待しているようにみえる。 エ あわてているようにみえる。

問2 文中の (②) ～ (④) に入る英語の組み合わせとして最も適当なものを、次のア～エのうちから一つ選び、その記号を書きなさい。

- ア ② sunny ③ cloudy ④ change
 イ ② cloudy ③ cloudy ④ change
 ウ ② cloudy ③ sunny ④ last
 エ ② sunny ③ sunny ④ last

問3 文中の ⑤ 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 we can be like an umbrella to
 イ we have to talk about the weather to
 ウ we should give the same kind of umbrella to
 エ we can say good friends never talk to

◆ 解答用紙 ◆

問1	
問2	
問3	

◆ 解答用紙 ◆

問1	A	
問2	B	
問3	C	
問4	D	
問5	(1)	
	(2)	
問6		
問7		

◆ 問題 ◆ 21 - 3 - 5

次の(1), (2)の英文の内容と合っているものを, ア~エからそれぞれ一つずつ選んで記号を書きなさい。

(秋田県 2009年度)

(1) Judy loves music. Yesterday she went to a concert to listen to her favorite singer. The singer sang only his new songs. After the concert Judy said to her friends, "I really wanted to listen to his old songs too."

- ア Judy couldn't go to the singer's concert.
- イ Judy enjoyed the singer's new songs and old songs at the concert.
- ウ Judy went to the singer's concert just to listen to the singer's new songs.
- エ Judy wanted to listen to the singer's old songs at the concert too, but she couldn't.

(2) Tom likes to watch soccer games on TV. Yesterday he couldn't watch a big game because he was busy. Then he remembered his friend Emily. She is also a big fan of soccer and always *records soccer games. So he called her and asked, "Did you record the game?"

注 record ~ : ~を録画する

- ア Tom called Emily to invite her to the big game.
- イ Tom called Emily to get her help with yesterday's big game.
- ウ Tom called Emily to ask her to be a big fan of soccer like him.
- エ Tom called Emily to talk about yesterday's big game he watched.

◆ 解答用紙 ◆

(1)		(2)	
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◆ 問題 ◆ 21 - 3 - 6

次は、アメリカの大学生ジョー (Joe) が、高校生の弟ボブ (Bob) にパンフレットを見せながら、メモリアル・ユニオン (Memorial Union: MU) という大学内の学生向けサービス施設を案内している場面です。パンフレットを参考にして、問1、問2の問いに答えなさい。

(秋田県 2009年度)

Bob: Wow, beautiful building! Do you often come here, Joe?
 Joe: Yes, very often. This place is very popular among us.
 Bob: What's that large room? It has a lot of soft chairs.
 Joe: That's a lounge. It's a nice place for relaxing, reading, meeting friends, and studying.
 We also have classical concerts (①) in a week during lunch time there.
 Bob: Have you ever played at the concerts?
 Joe: Never. But you can join the concerts because they are open to everyone. Sometimes people in the town come to our college and join us. We enjoy music together.
 Bob: That's great! I want to join the concerts and play the flute someday.
 By the way, I'm a little hungry. Can I eat something now?
 Joe: Sure. We have two coffee shops here. What do you want to eat?
 Bob: I want a hot dog!
 Joe: OK. Oh, sorry, "MU River" is already closed. It's (②) o'clock now.
 Bob: Well, how about the other coffee shop? Is it open now?
 Joe: Yes, it's open. You can eat (③) there.
 Bob: Good! Let's go!

注 open 開いている a.m. 午前 p.m. 午後 lounge 休憩室 classical クラシックの

問1 ①～③にあてはまるものを、次のア～エから一つずつ選んで記号を書きなさい。

- | | | | | |
|---|----------------|-------------|---------------|---------------|
| ① | ア once | イ two times | ウ three times | エ four times |
| ② | ア two | イ four | ウ six | エ eight |
| ③ | ア Chinese food | イ pizza | ウ sandwiches | エ a hamburger |

問2 会話やパンフレット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 There are two coffee shops in MU, and Joe and Bob are going to one of them.
- イ People can eat both Chinese food and Japanese food at the restaurants of MU.
- ウ Joe sometimes plays music at the classical concerts with the people in the town.
- エ Bob is going to a restaurant to eat a hot dog because he is very hungry now.

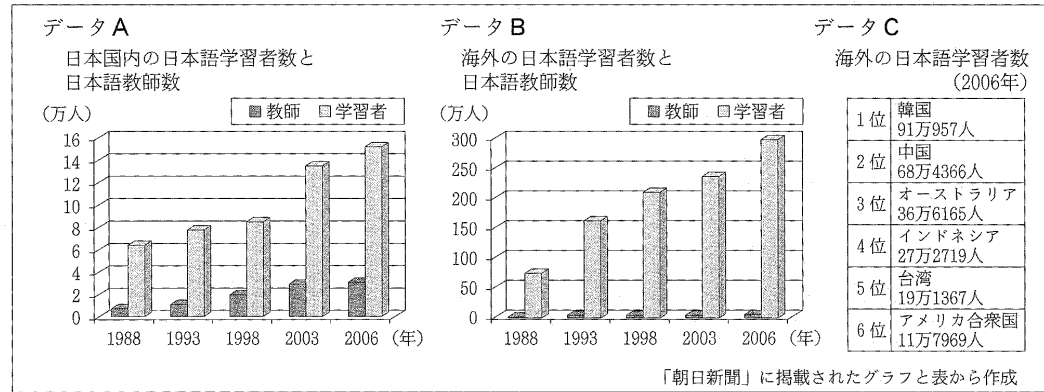
◆ 解答用紙 ◆

問1	①		②	
	③			
問2				

◆ 問題 ◆ 21 - 3 - 7

次は、外国人の日本語学習の状況について述べた新聞記事 (newspaper article) 中のデータ (data) A~Cと、その新聞記事を見ている日本人の加奈 (Kana) さんと中国人のミンミン (Mingming) さんの対話です。これらのデータと対話について、あとの問いに答えなさい。

(山形県 2009年度)



Kana: Mingming, here's an interesting newspaper article I found yesterday. ①This data shows that many learners of Japanese live near Japan. You were one of them.

Mingming: I read this article, too. It says that it's hard for *foreigners to learn Japanese.

Kana: ②This data shows that more and more people from *foreign countries are studying Japanese in Japan, but it is hard to find teachers. Did you have a good teacher when you studied Japanese in China?

Mingming: No, I didn't. ③The other data shows that it's difficult to find teachers in foreign countries, too. I think that's right.

Kana: Then how did you practice Japanese in China?

Mingming: Well, I spoke it a lot with my mother at home.

Kana: So you speak Japanese well. Your Japanese is as good as your English.

Mingming: Thanks. But I must study more. Have I told you about ④my dream?

Kana: No, not yet. Tell me.

Mingming: In the near *future, I'll go back to China and teach Japanese to young people who want to work for China and Japan.

Kana: You've found your dream, Mingming. Now I will find mine.

注 foreigner(s) 外国人 foreign 外国の future 将来

- 問1 下線部①~③は、それぞれデータA~Cのどれにあたりますか。A~Cの記号で答えなさい。
- 問2 下線部④は、具体的にはどのような内容ですか。対話の内容に即して、日本語で書きなさい。
- 問3 データや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 Kana knows that Mingming can speak Japanese as well as English.
- イ In Japan, there were more learners and more teachers of Japanese in 2006 than in 1998.
- ウ Mingming's mother practiced speaking English with Mingming when they were in China.
- エ Australia had more learners of Japanese than America in 2006.

◆ 解答用紙 ◆

問1	①		②	
	③			
問2				
問3				

◆ 問題 ◆ 21 - 3 - 8

東京からロンドンへ向かう飛行機の中で、聡 (Satoshi) とその隣に座ったジョンソンさん (Mr. Johnson) が話をしています。二人の会話を読んで、問1～問6の問いに答えなさい。

(福島県 2009年度)

Mr. Johnson : Are you going to London alone?
 Satoshi : Yes, I'm going to see my father. He started working there in April last year.
 Mr. Johnson : I think your father will be glad to see you.
 Satoshi : Yes. I visited there with my mother to see him last August. So, this is my second visit.
 Mr. Johnson : Oh, really? Did you enjoy your first visit there?
 Satoshi : Yes, very much. I visited many places with my parents. Among them, the British Museum was the greatest. But at a shop in the museum, I could not buy anything without my father's help. So, I began to study English harder.
 Mr. Johnson : Now I understand why you speak good English.
 Satoshi : Thank you. Well, I have some questions. There are some words I don't know on the *screen.

(Satoshi points to the screen *in front of them.)

*Distance from Origin	490 mi
Distance to Destination	5,730 mi
Flying Time to Destination	11 h 15 m
*Local Time at Origin	14:00
Local Time at Destination	5:00

Mr. Johnson : All right. Which words?
 Satoshi : What does "Origin" mean?
 Mr. Johnson : Oh, it means the place our plane left.
 Satoshi : I got it. And what does that "mi" mean?
 Mr. Johnson : The "mi" on the screen means miles. One mile is about 1.6 kilometers. Our plane has already *flown about 500 miles from Japan.
 Satoshi : Well... about 800 kilometers!
 Mr. Johnson : That's right. You're *good at calculation.
 Satoshi : Thank you. I like math very much. Well, I know "Destination" means . So, "Distance to Destination" means how many miles our plane will fly.
 Mr. Johnson : Good. London is far away.
 Satoshi : Will our plane get to London at night?

Mr. Johnson : At night? No. Our plane will get to London in the afternoon at the local time. Look at the screen. It's o'clock in London now and it takes 11 hours and 15 minutes from here.
 Satoshi : Oh, I *made a mistake. I looked at the "Local Time at Origin." Now, I see. I have one more question.
 Mr. Johnson : What is it?
 Satoshi : I remember the flying time from London to Tokyo was shorter than the one from Tokyo to London. I don't know why there's a difference.
 Mr. Johnson : Well, the *main reason is the strong wind high in the sky. There are other reasons, but it's difficult for me to explain them in easy English.
 Satoshi : OK. I'll ask my teachers when I go back to Japan.
 Mr. Johnson : You can study a lot.
 Satoshi : Yes. I've learned many things we study at school are useful in our *daily lives. I think I must be more careful when I read the books and listen to the teachers.
 Mr. Johnson : That will help you when you study. I hope you'll have a great time at school.
 Satoshi : Thank you. I've got more interested in studying.

注 : screen 画面 in front of ~ ~の前の distance 距離 local 現地の
 flown flyの過去分詞 good at calculation 計算が得意な
 made a mistake 間違えた main 主な daily 日常の

- 問1 に入る最も適当な文を、ア～エの中から一つ選びなさい。
- ア Will you return to London in August?
 - イ Have you ever been to London?
 - ウ Did you leave London in April?
 - エ Do you want to live in London?
- 問2 に入る最も適当なものを、ア～エの中から一つ選びなさい。
- ア when my father is working
 - イ which subject I like the best
 - ウ where our plane is going to land
 - エ how long it takes from Japan
- 問3 に入る最も適当な数字を、英語のつづりで書きなさい。

- 問4 本文や画面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 Satoshi visited the British Museum with his parents in his first visit.
 - イ Satoshi's mother and father have been in London since last April.
 - ウ Satoshi's plane left Tokyo at 4:15 in the afternoon at the local time.
 - エ Satoshi knew what "mi" was after he talked with Mr. Johnson.
 - オ Satoshi could understand why there was a strong wind in the sky.

問5 帰国後、聡は機内での様子について、学校でベーカー先生 (Mr. Baker) と話をしました。 に入る表現を、本文中から9語でそのまま抜き出して書きなさい。

Satoshi: In the plane to London, I talked with a man in English.

Mr. Baker: So you had a good chance to practice English. Your English is getting better.

Satoshi: Thank you. I've studied English harder because during my first visit to London.

問6 下線部の示す内容を30字程度の日本語でまとめなさい。

◆ 解答用紙 ◆

問1												
問2												
問3												
問4												
問5												
問6												25
				30				35	/			

◆ 問題 ◆ 21 - 3 - 9

次のALT のBrown 先生とAyumi の対話について、下の問1～問3の問いに答えなさい。

(茨城県 2009 年度)

Ayumi : This junior high school will be 60 years old next month.

Ms. Brown : ㉓ Is that right?

Ayumi : Yes. Our school is very old. My father and my grandmother studied here, too.

Ms. Brown : Wow!

Ayumi : Look at that beautiful tree. ㉔ The (as, as, is, old, this, tree) school. People often visit our school to see it. I'm happy to study at this school.

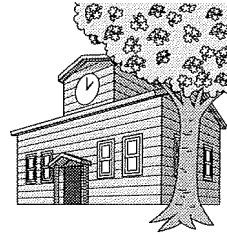
Ms. Brown : Your school is great!

Ayumi : Thank you.

Ms. Brown : By the way, are you going to do anything for its 60th birthday?

Ayumi : Yes. We will write our dreams on cards. I want to be a teacher and tell the history of our school to students.

Ms. Brown : That's wonderful!



問1 下線部㉓を下の英文のように具体的に言いかえたとき、()に入る適切な英語1語を書きなさい。

Was this junior high school built about 60 years ()?

問2 下線部㉔の()の中の語を正しく並べかえて、書きなさい。

問3 次の英文は、Ayumi が自分の夢について、英語で書いたものです。文中の(①)～(③)に入る適切な英語を、それぞれ1語ずつ書きなさい。

My (①) is to be a teacher. I am very (②) of my school. It has a long history. My father and (③) mother studied at this school. So, I want to teach in this school someday.

Ayumi

◆ 解答用紙 ◆

問1	
問2	The school.
問3	①
	②
	③

◆ 問題 ◆ 21 - 3 - 10

次の英文は、里香 (Rika) とリー (Lee) 先生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 2009年度)

Rika: Hi, Mr. Lee. My friends and I chose a clock as a wedding present for Ms. Kato.
 Mr. Lee: A clock? Why?
 Rika: A new clock means a new life. We hope she starts a happy life.
 Mr. Lee: Ms. Kato is glad to have wonderful students like you. By the way, it isn't good to send clocks in China. My mother once told me so.
 Rika: Really? I didn't know that.
 Mr. Lee: Well, I'll write two Chinese words. They mean different things. The first word means to send clocks to others. The second one means to take care of a sick person to the end of his or her life. But both of them have the same sound.

1	送 鐘
2	送 終

Rika: Oh, I understand. So, if you "send clocks" to people, they may think of "the end of life" and feel bad.
 Mr. Lee: That's right. Also, my mother told me about an umbrella. You should not give it to a couple.
 Rika: Umbrella? Why? When a couple share an umbrella, they look nice.
 Mr. Lee: The Chinese words for "umbrella" and "breaking up" have the same sound.
 Rika: I am surprised. Good presents in one country are
 Mr. Lee: That's right. When I send a present, I always think about one thing. I think how other people will feel when they get a present.

注 clock 置き時計 wedding 結婚式 end 最後
 umbrella かさ couple カップル breaking up 別れ

問1 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。

Mr. Lee writes the two words, and they have the same sound. The second one doesn't mean a ①(h) thing. So, Chinese people don't ②(c) clocks as presents.

問2 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 good ones in China too. イ not good ones in another country.
 ウ good ones in every country. エ not good ones in Japan like this.

問3 下線部の指す内容を日本語で書きなさい。

◆ 解答用紙 ◆

問1	①		②	
問2				
問3				

◆ 問題 ◆ 21 - 3 - 11

次の英文を読んで、後の問1～問4の問いに答えなさい。

(群馬県 2009年度)

Mr. Smith, the ALT of Taro's school, is talking to the students in his class.

Mr. Smith: Please look at this picture. There are two American people and they are *greeting *each other.

Keiko: They are *shaking hands.

Mr. Smith: Right. Then, how about this picture? What are the two people doing?

Taro: They are *bowing to each other.

Mr. Smith: Yes. Japanese people usually bow when they greet someone. Now, can you find a *common thing in these pictures?

Keiko: A common thing? They look different. They are doing different things.

Mr. Smith: OK. I [taken pictures show you will more] in other countries. People greet each other in different *ways, but you will find something if you look at their faces.

Taro: I found it, Mr. Smith! It's a *smile.

Mr. Smith: You are right, Taro. A smile is very important.

Keiko: We can become *friendly with each other when we *have a smile.

Mr. Smith: When I first came to this school, teachers and students spoke to me with smiles. I was very happy.

Taro: I see. I also felt happy when I went to an *English camp last summer.

Mr. Smith: Oh, really? Will you tell me about the English camp?

Taro: Well, I met many people from other countries there. It was fun, but I had a problem. 彼らと英語で話すのは、私にとって簡単ではありませんでした。

Keiko: Then what did you do, Taro?

Taro: When we were eating lunch together, I tried to have *communication with a smile. Soon []. After that we had good communication.

Mr. Smith: Great! A smile is important for communication.

Keiko: Mr. Smith, you always teach us with a smile. Your smile makes us happy, so we enjoy your English class very much.

Mr. Smith: I am glad to hear that. A smile makes everyone happy.

注 greet ～ ～にあいさつをする each other お互い shake hands 握手する
 bow おじぎをする common 共通の way 方法 smile ほほえみ
 friendly 仲のよい have a smile ほほえむ English camp 英語を使って活動する合宿
 communication コミュニケーション

問1の部分の意味が通るように、[]内の単語を並べかえて書きなさい。

問2 _____の部分英語で書きなさい。

問3 []に最もよく当てはまるものを、次のア～エから選びなさい。

- ア I had another problem
- イ I enjoyed your English class
- ウ I spoke English very well
- エ I became friendly with many people

問4 本文の内容と合っているものを、次のア～オから2つ選びなさい。

- ア Keiko asks Mr. Smith how American people greet each other.
- イ Taro finds a common thing in the pictures.
- ウ Keiko answers all of Mr. Smith's questions.
- エ Taro and Mr. Smith went to an English camp together last summer.
- オ Mr. Smith says that a smile is important for communication and it makes people happy.

◆ 解答用紙 ◆

問1	I	in other countries.
問2		
問3		
問4		

◆ 問題 ◆ 21 - 3 - 12

次の Clare と Jun の会話を読んで、問1～問6に答えなさい。

(埼玉県 2009 年度)

Clare: Look at this, Jun. What does this kanji mean? I think I've seen it before.

Jun: I don't know how to read it, but I think it is the name of a fish.

Clare: Oh, yes. Now I remember that I saw it at a sushi restaurant.

Jun: The left part of the kanji means "fish," and the right part "spring." Some fish are good to eat in fall, and some in winter. This one should be good to eat in spring.

Clare: I see. It's very interesting.

Jun: Do you often go to a sushi restaurant?

Clare: Yes. I like sushi the best of all Japanese foods. It's nice, and good for our health.

A

Jun: When I was a little child, I liked curry and rice the best, but now sushi is my favorite food. My father says sushi was expensive around here when he was still a child. It was something special. But today it's not very expensive in many sushi restaurants, and more people can enjoy eating it.

Clare: Why is it not expensive now?

Jun: Because people have found ways to raise many different fish in fish farms.

Clare: I see. When my father and I went to a sushi restaurant last time, he said that about 40% of the fishery products eaten in Japan are from other countries. For example, Japan buys a lot of shrimp from other countries in Asia. In some parts of these countries, people cut down the mangrove forests to raise shrimp to sell to other countries like Japan and America.

Jun: Is there anything wrong with cutting down the mangrove forests?

Clare: I think so. The mangrove forests are very good homes for small fish and other living things. And they are also important for the people living there.

Jun: You mean cutting down a large part of the mangrove forests is bad for the people living near them. Right?

Clare: That's right. My father also told me a story about octopuses. In the sea near a country in Africa, people caught too many octopuses because Japanese people wanted to buy octopuses from them, and now they can't catch as many as before there.

Jun: The food we eat here has much to do with people living far away from Japan. What countries in the world does our food come from? How do the people live in those countries? I'd like to know more about these things.

Clare: That's good. And I think it is also important for Japanese people to eat more Japanese products.

Jun: I understand that. Depending too much on food from other countries isn't a good thing. If something happens and other countries stop selling food to us, we won't have enough food.

Clare: Right. No one can live B food. I think there are many fish that are good to eat in the seas around Japan.

Jun: Of course there are many kinkai-mono that are really good.

Clare: What's that?

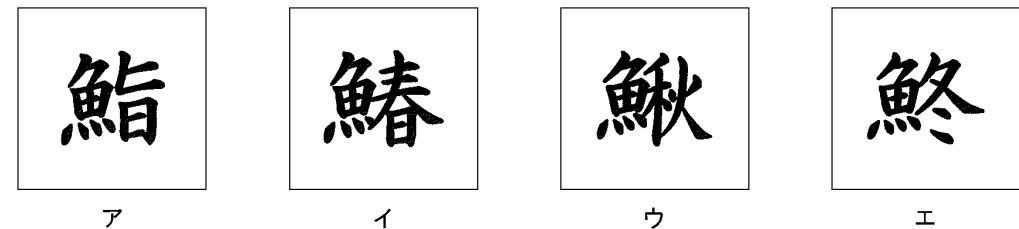
Jun: We (people catch / the fish / call / in) the seas near Japan kinkai-mono.

Clare: When I eat fish next time, I'll try more kinkai-mono.

Jun: Sounds like a good idea!

注 part 部分 health 健康 expensive 値段が高い raise 育てる
 fish farms 魚の養殖場 fishery 水産業 products 生産物 shrimp エビ
 Asia アジア mangrove forests マングローブ林 octopuses タコ
 caught catch (捕える) の過去形 has much to do with ～ ～と大いに関係がある far 遠い
 Depending too much on ～ ～に頼りすぎる事 enough 十分な

問1 下線部の this kanji が表す文字を、次のア～エの中から1つ選び、その記号を書きなさい。



問2 空欄 A にあてはまる最も適切な1文を、次のア～エの中から1つ選び、その記号を書きなさい。

- ア How about you?
- イ Why is it good for the health?
- ウ What does the food look like?
- エ Which is more expensive, curry or sushi?

問3 会話の中で Jun は何についてもっと知りたいと述べていますか。その内容を具体的に日本語で書きなさい。

問4 空欄 B にあてはまる最も適切な1語を、英語で書きなさい。

問5 () 内の語句を正しい順序に並べかえて書きなさい。

問6 会話の内容と合うものを、次のア～エの中から1つ選び、その記号を書きなさい。

- ア Clare's favorite food is sushi, and Jun likes curry and rice the best.
- イ People in some parts of Asia cut down the mangrove forests because the trees are important for small fish there.
- ウ Clare says that in the sea near a country of Africa people catch more octopuses now than they did before.
- エ Jun understands that Japanese people should eat more Japanese products.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	We () the seas near Japan kinkai-mono.
問6	

◆ 問題 ◆ 21 - 3 - 13

次はフランク (Frank) と友人のロジャー (Roger) の対話文です。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 2009 年度)

Frank: Did you see this Fancy Eagles poster? It says they're coming to our city.
 Roger: Yes. I thought their concert tour was over after they performed at Rainbow City Center.
 Frank: Look! I've got four tickets for the Fancy Eagles concert at Aurora City Center!
 Roger: Oh, my best friend! I can't wait to go!
 Frank: ①
 Roger: Wait, Frank! We are best friends, right?
 Frank: I'm just joking! Let's go together. But you have to pay for your own ticket. It's \$35.
 Roger: ② I'll pay you tomorrow. But how did you get the tickets?
 Frank: My father bought them when he saw the poster yesterday. Please thank him.
 Roger: Sure. I like your father! Did you ask Tim and Chris?
 Frank: No. We only have four tickets.
 Roger: What's the problem? If they go, there will be four of us.
 Frank: Well, the poster says children under 17 have to go with a parent. We are only 16.
 Roger: Oh, no! Did your father know about that?
 Frank: I told him about it yesterday. ③ Now only one ticket is left.
 Roger: Tim and Chris are best friends. We can't ask only one of them.
 Frank: How about David or Daniel?
 Roger: No, they always go to concerts together. How about Betty?
 Frank: You mean the new girl from Canada?
 Roger: Yes! Last week, she was talking to some students about her favorite musicians. She has many favorite musicians, but she really loves the Fancy Eagles. She will be very happy if we ask her.
 Frank: Good idea! Do you know her phone number?
 Roger: No, but it's OK. I can ask her tomorrow because ④

注	Fancy Eagles	ファンシー・イーグルス (バンド名)	poster	ポスター
	concert	コンサート	tour	ツアー
	perform	演奏する	over	終わって
	ticket	入場券	Rainbow City Center	レインボーシティセンター (施設名)
	joke	冗談を言う	Aurora City Center	オーロラシティセンター (施設名)
	musician	音楽家	pay	(代金を) 支払う \$ ドル
			phone	電話

問1 本文の内容に合うように、①～④に入る最も適当なものを、次のア～エのうちからそれぞれ一つずつ選び、その符号を書きなさい。

- | | | |
|---|-------------------------------------------------|----------------------------------|
| ① | ア You and I have always been best friends. | イ Did I ask you to come with me? |
| | ウ How long was the concert? | エ I want you to find the poster. |
| ② | ア Of course. | イ Me, too. |
| | ウ Here you are. | エ Yes, please. |
| ③ | ア He may not be interested in the Fancy Eagles. | |
| | イ I'm sure he can go with us. | |
| | ウ I don't want to tell him about that. | |
| | エ He said we couldn't go to the concert. | |
| ④ | ア we are in different English classes. | イ I will go to Canada. |
| | ウ she will buy me a ticket. | エ we are in the same math class. |

問2 対話に出てくるポスターを次のア～エのうちから一つ選び、その符号を書きなさい。

ア	イ	ウ	エ
SEPTEMBER 12 The Fancy Eagles A Special CONCERT 7:30 p.m. AURORA CITY CENTER Ticket: \$ 35 BUY NOW and JOIN US! Children under 17 can't come to this concert.	SEPTEMBER 12 The Fancy Eagles A Special CONCERT 7:30 p.m. RAINBOW CITY CENTER Ticket: \$ 35 BUY NOW and JOIN US! Children under 17 need to come with a parent.	SEPTEMBER 12 The Fancy Eagles A Special CONCERT 7:30 p.m. AURORA CITY CENTER Ticket: \$ 35 BUY NOW and JOIN US! Children under 17 need to come with a parent.	SEPTEMBER 12 The Fancy Eagles A Special CONCERT 7:30 p.m. RAINBOW CITY CENTER Ticket: \$ 35 BUY NOW and JOIN US! Children under 17 can't come to this concert.

注 p.m. 午後

問3 本文の内容について、次の二つの問いに答えなさい。①は、質問の答えとして最も適当なものをア～エのうちから一つ選び、その符号を書きなさい。②は、質問に英語で答えなさい。

- ① What is one problem Frank and Roger have?
- ア David and Daniel have never been to a concert before.
 イ They didn't know the Fancy Eagles concert tour was over.
 ウ They don't have enough tickets to invite two friends.
 エ Frank's father doesn't want them to pay for their tickets.
- ② Why do Roger and Frank think Betty will be happy if they ask her to go to the concert?

◆ 解答用紙 ◆

問1	①		②	
	③		④	
問2				
問3	①			
	②			

◆ 問題 ◆ 21 - 3 - 14

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 2009 年度)

Jasmine, a student from London, Mizuki, and Keisuke are talking in their classroom. Their English teacher, Mr. Hara, has just come.

Mr. Hara: Good morning, everyone. Jasmine, you look very happy today. Do you have any good news?

Jasmine: Yes. I found my *muffler!

Keisuke: ①Oh, did you? You lost it yesterday, right? Where was it?

Jasmine: On a *mailbox near the station. I think someone *picked it up and put it there for me. It was *folded *neatly. I'm really happy because that muffler is very special to me. My mother made it and gave it to me when I left London.

②I'd like to tell that person my *feelings.

Mr. Hara: That's good news. The person who put it there hoped that you would see it there.

Mizuki: You're lucky, Jasmine. When I walk in the city, I sometimes see a baby shoe or a *glove put on a mailbox or on the *branch of a tree. I think such an *act is small. ③But I feel something warm and kind in it.

Keisuke: Me, too. Such an act shows that the person has a kind heart.

Jasmine: That's right. Our acts can sometimes show our hearts.

Keisuke: I had an experience, too. Last Sunday I gave my seat to an old woman on a train, but I was so *shy that I couldn't speak. I stood up and gave her my seat. She smiled and said to me, "Thank you." I was very happy then. I said, "You're welcome." ④I agree, Jasmine.

Mizuki: I think small acts sometimes become the beginning of good communication, too.

Mr. Hara: ⑤That's a food point. Words are very important in communication, but small acts can sometimes show our feelings and make us happy, too.

Keisuke: We feel happy when we are helped by someone, and we also feel happy when we help someone.

Mizuki: Yes, when we help each other in our *community, the *circle of kind acts becomes bigger.

Keisuke: I think so, too.

Mr. Hara: ⑥That makes our community better.

Jasmine: Mr. Hara, I'm going to write a *thank-you letter and put it on a tree near the mailbox. And I'm going to send e-mails to my friends in London about this experience.

Mr. Hara: That's a great idea!

注	muffler マフラー	mailbox ポスト	pick ~ up ~を拾う	fold たたむ
	neatly きちんと	feelings 気持ち	glove 手袋	branch 枝
	shy 恥ずかしい	community 地域社会	circle 輪	thank-you letter お礼の手紙

問1 ①Oh, did you?の内容を、次のように語句を補って書き表すとすれば、の中にどのような1語を入れるのがよいか。

Oh, did you your muffler?

問2 ②I'd like to tell that person feelings.とあるが、このときのJasmineの気持ち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。

I'd like to say to that person, ".

- ア Thank you
- イ You're lucky
- ウ You're welcome
- エ Here's your muffler

問3 ③But I feel something warm and kind in it.の内容を、次のように書き表すとすれば、の中にどのような1語を入れるのがよいか。

But I feel something warm and kind when I see such a act.

問4 ④I agree Jasmine.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。

I think , too.

- ア Jasmine is very shy
- イ the person has a kind heart
- ウ the muffler is very special to you
- エ our acts can sometimes show our hearts

問5 ⑤That's a good point.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 Words are very important in communication.
- イ Keisuke gave his seat to an old woman on a train.
- ウ Small acts sometimes become the beginning of good communication.
- エ Jasmine is going to write a thank-you letter and put it on a tree near the mailbox.

問6 ⑥That makes our community better.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。

, our community becomes better.

- ア When we feel happy to help someone
- イ When the circle of kind acts becomes bigger
- ウ When the person puts a muffler on a mailbox
- エ When Jasmine sends e-mails to her friends in London

問7 次の文章は、Jasmine がロンドンの友人に送ったEメールの一部である。 (A) 及び (B) の中にそれぞれ入る語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 had an interesting experience. I lost my muffler yesterday. It is very special because it was (A) to me by my mother. But this morning, I found it on a mailbox near the station. It was folded neatly. I'm sure that someone picked it up and put it there for me! I felt a kind heart in that. I think such an act makes us happy, too. I (B) a thank-you letter and put it on a tree near the mailbox for that person. I hope the person will read it and feel happy, too.

- ア (A) sent (B) read
- イ (A) given (B) wrote
- ウ (A) brought (B) got
- エ (A) taken (B) answered

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	
問6	
問7	

◆ 問題 ◆ 21 - 3 - 15

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 2009年度)

One day in September in 2001, at Sakura High School, Mr. Mori and his students were talking in class in *groups about their *future dreams and the places they visited during the summer vacation in August. Visiting some places to learn about their future *jobs was their homework for the summer vacation.

In Yutaka's group, there were Arisa, Mayumi and Carl, a student from Australia. Mr. Mori talked to Yutaka.

Mr. Mori: Yutaka, what do you want to be in the future? What job did you see during the summer vacation?

Yutaka: I visited a *movie studio in Tokyo and learned about making movies. I would like to make many exciting movies in the future. I hope that you will like my movies.

Mr. Mori: Yes. I want to see your movies. How about you, Arisa?

Arisa: I want to be a good *cook. I went to a restaurant to see people working there and asked them some questions. They were nice and kind to me. I also had lunch there.

Yutaka: Oh! That sounds great!

Mr. Mori: Do you know how to get these jobs? What do you need to do?

Yutaka: I must read many books and see a lot of movies.

Arisa: I need to learn many things about food and practice cooking.

Mr. Mori: Carl, where did you go?

Carl: I visited some language schools in Tokyo. I enjoyed talking with students and teachers there. Now I want to become an English teacher in Japan. So I need to go back to Australia and learn English and Japanese more at *university and then I will come back to Japan.

Mayumi: I hope you will be a good teacher, Carl. Mr. Mori, I like *animals very much, so I want to work in a zoo and *take care of the animals. I went to Hokkaido and visited two zoos there. They were wonderful! People there worked very hard, and they looked very happy to show animals to children. I want to learn many things about animals.

Mr. Mori: All of you have wonderful dreams. It is important for you to have dreams because dreams make you happy. Don't *lose dreams.

The next month, the students made a *plan to write *letters to themselves and open these letters seven years later. The students wrote about their dreams. Mr. Mori wrote a letter for every group. Every group *put their letters and the letter from Mr. Mori in a *box and *buried the box in the school ground. Yutaka's group buried the box near the tall tree *behind the *school building.

Yutaka: Let's come back to school seven years later to *take out the letters and read them together.

Mayumi: It's exciting!

Seven years *passed. On the last Sunday in October in 2008, Yutaka, Arisa, Mayumi and Carl visited Sakura High School. Mr. Mori was not there. He moved to another school in 2007. The tall tree behind the school building *fell down *in a typhoon in 2007. Yutaka and his friends were talking *behind the school building.

Arisa: Where is that tall tree? We can't see it!

Mayumi: How can we find the box?

Yutaka: I think that we buried the box around here.

Carl: OK. Let's look for our box.

About thirty minutes later, they found the box and opened it. They found their letters and Mr. Mori's letter in it. They started to read them.

Yutaka: Oh, I remember that I wanted to make movies but now I am a *police officer and working for people. I like my job and I am really happy now.

Mayumi: I am not working in a zoo. I am taking care of old people. I feel happy to help them.

Carl: My dream *has come true. Now I am teaching English in Japan. I like my job very much.

Arisa: I am still learning to be a cook. I have to work hard for a long time to become a good cook. I am not a good cook now, but I will be a good cook in the *near future and I will have a restaurant. Please come to my restaurant. I'll cook for you.

Yutaka: Let's write letters to *ourselves again and meet ten years later, in 2018.

Mayumi: That's a good idea.

Carl: OK. Let's write letters now.

groups : グループ future : 将来の jobs : 仕事 movie studio : 映画撮影所 cook : 料理人
 university : 大学 animals : 動物 take care of ~ : ~の世話をする lose ~ : ~をなくす
 plan : 計画 letters to themselves : 自分たちへの手紙 put ~ : ~を入れる box : 箱
 buried : ~を埋めた ~behind ... : ...の裏側にある~ school building : 校舎
 take out ~ : ~を取り出す passed : 過ぎた fell down : 倒れた in a typhoon : 台風で
 behind ~ : ~の裏側で police officer : 警察官 has come true : 実現した
 near future : 近い将来 ourselves : 私たち自身

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。

One day in September in 2001, Yutaka, Mayumi, Carl and Arisa were...

1. having lunch together.
2. writing letters to themselves in class.
3. visiting their favorite places.
4. talking about their future dreams in class.

問2 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。

In August in 2001,...

1. Yutaka went to Tokyo and made some movies.
2. Arisa enjoyed visiting a restaurant.
3. Carl visited some language schools in Australia.
4. Mayumi went to Hokkaido and showed some animals to children.

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 Yutaka's group's box?

1. Yutaka and his friends found the box under the small tree in 2008.
2. Yutaka and his friends wrote letters and put them in the box in 2002.
3. Yutaka and his friends wrote letters and put them in the box in 2001 and opened it in 2008.
4. Yutaka and his friends opened the box in 2008 but there were no letters in it.

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. In 2001 Yutaka wanted to make movies and in 2008 he was a police officer.
2. In 2001 Arisa wanted to be a cook and in 2008 she made movies at a movie studio.
3. In 2001 Carl wanted to be an English teacher and in 2008 he was a Japanese teacher.
4. In 2001 Mayumi wanted to work in a zoo and in 2008 she took care of animals in a zoo.

問5 次の□の中の英文は、森先生 (Mr. Mori) が2001年に7年後の生徒たちにあてて書いた手紙です。本文の内容に合うように、英文中の (①), (②) の中に入れるものの組み合わせとして最も適するものをあとの1～6の中から一つ選び、その番号を書きなさい。

October, 2001

Dear my students,

In 2001 you had your dreams. Have your dreams come true? Yes, or no? If you say “no,” you *may have new dreams now. If your dreams have come true, I think you should have (①) dream. *Even if your dreams *change, it is important for you to have dreams. Try to *make efforts for your dreams, *and you will have a better time. I think you should (②) have your dreams.

*Yours,
Mori

may : かもしれない Even if ~ : たとえ～でも change : 変わる
 make efforts : 努力する and : そうすれば Yours : 敬具

- | | | | |
|----------------|------------|-------------|------------|
| 1. ① : much | ② : never | 2. ① : many | ② : never |
| 3. ① : another | ② : not | 4. ① : much | ② : always |
| 5. ① : another | ② : always | 6. ① : many | ② : not |

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

問7 【場面1】と【場面2】の英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 It was difficult for Akira to find Lisa because there were a lot of people.
- イ Akira went to Muikamachi but his sister didn't go with him.
- ウ There is much snow in Lisa's town but she has never made a snowman.
- エ Lisa has to go to bed early because she will go to the ski ground tomorrow.

◆ 解答用紙 ◆

問1			
問2	B		C
問3	D		F
問4			
問5	G		
	H		
問6	.		
	.		
問7			

◆ 問題 ◆ 21 - 3 - 18

次の対話文を読んで、あとの各問に答えなさい。

(石川県 2009年度)

Kana and Saki are junior high school students. They are walking near Kanazawa Station on Sunday afternoon and see Becky, their English teacher. She came to Japan two years ago.

Kana: Hello, Becky sensei.
 Becky: Hi, Kana and Saki. How are you?
 Kana: I'm fine, but we've just finished practicing basketball, so I'm a little tired.
 Saki: Me, too. Becky sensei, you look great in that dress.
 Becky: Thanks. I'm going to the Ishikawa Ongakudo. There is a kabuki performance this afternoon.
 Kana: Kabuki? Can we see kabuki there?
 Becky: Yes, we can.
 Kana: Oh, I didn't know that! My father sometimes goes there for classical music concerts, but I've never been there.
 Saki: but I saw kabuki once in Tokyo. I couldn't understand it well, but it was interesting. I was impressed to see the wonderful costumes.
 Becky: Oh! I'm happy to know you're interested in kabuki. I'm a big fan of kabuki. I love the actors' movements. I first saw kabuki in America and I've seen it five times in Japan.
 Kana: Wow! You really like kabuki.
 Becky: Yes. I also like playing the koto and I have koto lessons every Saturday.
 Saki: Really? You are more Japanese than we.
 Becky: Am I? I'm American, so Japanese culture is new and interesting to me. You live in Japanese culture, so maybe it's for you to understand its value.
 Saki: That's true. We should know more about Japanese culture. I'd like to see kabuki again. Kana, if you've never seen kabuki, how about going to see the next performance?
 Kana:
 Becky: Oh, no! I'll be late. I have to go now. See you.
 Saki: Have a good time, Becky sensei.

注 dress ドレス, ワンピース the Ishikawa Ongakudo 石川県立音楽堂 kabuki 歌舞伎
 performance 公演 classical music クラシック音楽 costumes 衣装
 actors' movements 役者の動き koto 琴 lessons 稽古 value 価値

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 I have, too,
- イ I have, either,
- ウ I haven't, too,
- エ I haven't, either,
- C ア Looks good!
- イ Sounds great!
- ウ You're welcome.
- エ Yes, I do.

問2 早紀 (Saki) さんは、以前東京で見た歌舞伎についてどのように述べていますか。日本語ですべて書きなさい。

問3 早紀さんが下線部のように言っているのは、ベッキー (Becky) 先生のどのようなところからですか。日本語で2つの面から書きなさい。

問4 文中の の中に、その場面にふさわしい英語を1語書きなさい。ただし、dで始まる語とします。

問5 翌日、香奈 (Kana) さんは学校の廊下でベッキー先生と会いました。二人の自然な会話になるように、次の(1)、(2)に適切な英文を書きなさい。

Kana: Hello, Becky sensei. _____ (1)
 Becky: Yes, I did. This time I enjoyed the actors' movements and their costumes. There were many people there and I think everyone enjoyed the performance very much.
 Kana: _____ (2)
 Becky: There were more than five hundred people.
 Kana: Wow! Kabuki is very popular.

◆ 解答用紙 ◆

問1	A		C	
問2				
問3	.			
	.			
問4				
問5	(1)			
	(2)			

◆ 問題 ◆ 21 - 3 - 19

放課後の英語クラブで、Shin, Judy, Emi, Ken が、老人ホーム（nursing home）でのボランティア活動について、Green 先生と話し合っている。次の英文を読んで、あとの問いに答えよ。

(福井県 2009 年度)

Ms. Green: I hear you visited a nursing home to take care of old people last weekend. Did you enjoy your visit?
 Shin: Yes, we did. We met an adult volunteer group. We enjoyed some activities with the group.
 Ms. Green: What did you do?
 Shin: We helped the old people there. We were very surprised because the adult group had two dogs with them.
 Judy: Dogs? Please tell me more about them. I wasn't there.
 Emi: The animals did a very good job in our volunteer activities. The group told us to take the dogs to the old people. They touched the dogs or talked with them.
 Ken: I found one thing. Thanks to the dogs, the old people felt better.
 Judy: Why do you think so?
 Ken: Because an old man said, "I felt very fine when I touched the dogs."
 Judy: I can understand him. What did the old people do after that?
 Shin: The old people walked with the dogs. Then, they played some games with the dogs. The old people used their hands and bodies many times.
 Emi: They looked very happy. Another old man said, "I don't have so many chances to walk around, but today I enjoyed walking with the dogs."
 Shin: I was glad to hear that. I found the dogs were good for the old people's bodies.
 Ken: After the games, we had lunch together with the old people. We talked about the dogs we met in the morning. Some of the old people started to talk about other animals. I think they really had a good time.
 Shin: Oh, yes. The old people didn't have smiles when we came to the nursing home. But when we left it, they had happy smiles.
 Emi: An old woman said, "I made friends with the dogs. I want to see them again." Another old woman said, "I enjoyed talking with young people like you."
 Ms. Green: Very nice. What is the important thing you learned from your visit?
 Emi: Well, I think the old people want to have communication with other people.
 Ms. Green: That's right. They always want to talk with some other people. Sometimes they can talk with animals.
 Shin: We learned another important thing. Animals cannot understand our language, but they can understand how we feel. So they can become our friends, and they can give us hope to live.
 Ms. Green: You learned a lot. I want you to talk about the things you learned in class tomorrow.

注 touched touch～(～にさわる)の過去形 felt feelの過去形

問1 Shin は老人ホームを訪問したとき、なぜ驚いたのか。その理由を日本語で書け。

問2 生徒たちの助けを借りて、お年寄りには老人ホームで次のア～エのようなことを行った。行った順に並べかえよ。

ア 食事をしながら、動物たちのことについて話をした。

イ 犬といっしょに歩いた。

ウ 犬といっしょにゲームをした。

エ 犬にさわったり、話をしたりした。

問3 犬のおかげでお年寄りの気分がよくなることに気づいたのはだれか。英語で書け。

問4 生徒たちの中で、老人ホームから帰るときにお年寄りの変化に気づいたのはだれか。英語で書け。また、それほどのような変化であったか。日本語で書け。

問5 Emi は老人ホームを訪問したとき、どのようなことを学んだのか。日本語で書け。

問6 動物が人間の友となり、生きる希望を与えてくれるのはなぜか。その理由を日本語で書け。

◆ 解答用紙 ◆

問1		
問2	→ → →	
問3		
問4	名 前	変 化 :
問5		
問6		

◆ 問題 ◆ 21 - 3 - 20

カナダのバンクーバー (Vancouver) に家族で住んでいる高校生のゆりさんが、友人のジェーン (Jane) さんとポール (Paul) さんを家に招きました。次の3人の会話をを読んで、各問いに答えなさい。

(長野県 2009 年度)

Jane: I hear your family will go back to Japan ① next month.

Paul: So you will have a *yard sale next week, right?

Yuri: Oh, yes. This is the sign I made ②(昨日). Could you help me with making the sign better?

Jane: ③ (starting to read it)

Yuri: I know yard sales are popular here in Canada. I think they are good for *recycling. So we'll try to have a yard sale for the first time.

Jane: Well, Yuri, the '\$' comes ④ the number.

Yuri: Oh, thanks. OK, ... I've changed it to \$10.

Paul: Your sale will start at nine and finish at two. If it is rainy, what will you do?

Yuri: Maybe, we'll have the sale the next day. I will write that *information under the time.

Jane: Good. Where are you going to put this sign?

Yuri: At the *corner of the street near my house.

Jane: Then you should *draw an *arrow which shows the way to your house.

Paul: ⑤ cut the sign *in the shape of an arrow?

Yuri: Oh, Paul, that's a good idea! I will!

Paul: By the way, ⑥can (ア the words / イ *drivers / ウ you / エ read / オ wrote) *easily? You should make them much bigger.

Jane: He's right. Your sign has too much information.

Paul: How about using *the web for free? You can put an *ad about your sale there. The ad can show a lot of information, for example, you may give some Japanese origami if people spend more than ten *dollars at your sale.

Yuri: Oh, thank you for your *advice. I'll ask my father to use the web. Then I will only write the date, time, rain date and place on the sign. I have to make a new sign!

Jane: I hope many people will come to your yard sale!

【Yard Sale Sign】

Yard Sale

Date : Saturday, July 26

Time : Opens a.m.

Closes 2 p.m.

Place: 11005 NE 14th St. Vancouver

If you *spend more than 10*\$, you can some !

- 注 yard sale 不用品を各家庭の庭で売ること recycling リサイクル
 information 情報 corner 曲がり角 draw 描く arrow 矢印
 in the shape of ~ ~の形に driver(s) 車を運転する人 easily 簡単に
 the web for free 無料のウェブサイト ad 広告 dollar(s) ドル
 advice アドバイス spend お金を使う \$ ドルの記号

問1 下線部①を次のように言いかえるとき、()に入る最も適切な月の名前を、英語1語で書きなさい。

①next month=in ()

問2 下線部②の()内の日本語を、英語1語で書きなさい。

問3 会話文中の③と⑤に当てはまる最も適切なものを、それぞれ次のア～エから1つずつ選び、記号を書きなさい。

③ ア Yes, please. イ No, I couldn't. ウ All right. エ No, but he could.

⑤ ア Where do you イ Why don't you ウ How much do you エ Who do you

問4 会話文中の④に当てはまる最も適切な1語を、英語で書きなさい。

問5 下線部⑥の()内の語句を、会話の流れに合う最も適切な語順に並べかえて、その記号を左から順番に書きなさい。

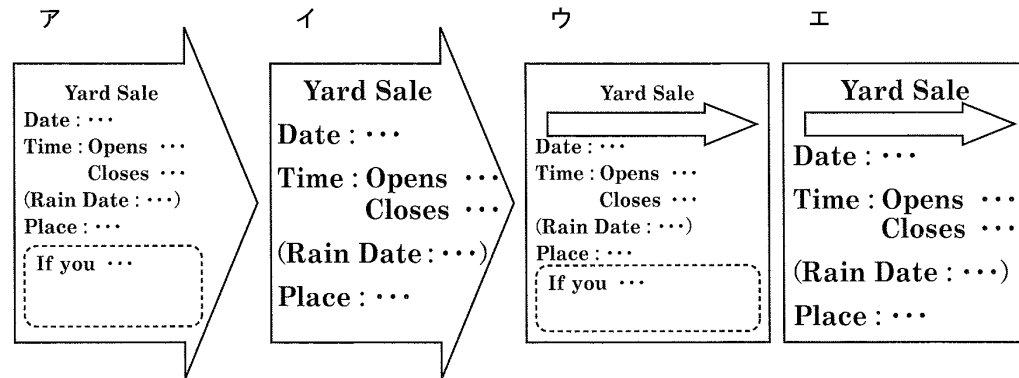
問6 会話文の内容について、次の(a), (b)の質問に英語で答えなさい。答えは()に1語ずつ書きなさい。ただし、(a)の答えの()については算用数字で書きなさい。

(a) What will Yuri write under the time in her yard sale sign?
 — She will write 'Rain Date: (), July ()'.

(b) Did Jane and Paul give Yuri any good advice for her yard sale sign?
 — (), () ().

問7 【Yard Sale Sign】に関する次の各問いに、会話文の内容に合うように答えなさい。

- (a) に当てはまる算用数字を書きなさい。
- (b) に当てはまる最も適切な語を、g で始まる単語1語で書きなさい。
- (c) に当てはまる最も適切な2語の語句を、会話文中から1か所抜き出し、() 内に1語ずつ書きなさい。
- (d) 新しくできあがる Yard Sale Sign として最も適切なものを、次のア～エから1つ選び、記号を書きなさい。ただし、・・・は省略を示している。



◆ 解答用紙 ◆

問1				
問2				
問3	③		⑤	
問4				
問5				
問6	(a)	(), July ()		
	(b)	(), () ().		
問7	(a)			
	(b)			
	(c)	() ()		
	(d)			

◆ 問題 ◆ 21 - 3 - 21

次の英文は、ニューヨークでホームステイしている中学生の健 (Ken) と、ホームステイ先のベス (Beth) 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 2009年度)

Beth: Hi, Ken. Are you free this Saturday?
 Ken: Yes. I'm just [ア to イ about ウ do エ what オ thinking].
 Beth: Shall we go to the Metropolitan Museum of Art?
 Ken: Sounds good. I'm interested in art very much. What is the museum like?
 Beth: It's the largest museum in America. This is a leaflet of the museum. Here (㉓).
 Ken: Thanks. Oh, it's really large. How (A) artworks are there?
 Beth: About three million, so if you look at each of them for a minute, you'll need about six to see all of them.
 Ken: Oh, really? Then, I want to know how (B) enjoy my first visit.
 Beth: OK. Look at the leaflet again. You can see all the departments on it.
 Ken: Yes.
 Beth: Find your favorite departments and go there. That's the best way.
 Ken: I see ... but every department looks interesting to me.
 Beth: Then, how (C) seeing Egyptian Art first? This museum is famous (㉔) its Egyptian artworks.
 Ken: Sounds great. I also want to see Roman Art and Asian Art.
 Beth: That's nice. You can see artworks from many different countries.
 Ken: Going to see them is like making a trip around the world.
 Beth: Yes, it is. Then, we'll go to Roman cities after we visit Asian countries.
 Ken: Sure. Oh, the departments of American artworks look interesting, and
 Beth: Wait.
 Ken: You're right. Three departments are enough.

注 the Metropolitan Museum of Art メトロポリタン美術館
 leaflet リーフレット (案内用の印刷物) artwork(s) 芸術作品
 department(s) 部門 Egyptian エジプトの Roman ローマの Asian アジアの

問1 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2 本文中の (㉓), (㉔) 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。

- (㉓) ア I am イ they are ウ we are エ you are
 (㉔) ア as イ for ウ in エ to

問3 本文中のA～Cの () を含む下線部は、いずれも how を用いた表現である。本文の内容に合うように、A～Cの () の中に、それぞれ適切な英語を1語補いなさい。

問4 本文の内容に合うように、本文中の の中に、時間を表す英語の中から最も適切なものを1語補いなさい。

問5 本文によると、健は、メトロポリタン美術館の3つの部門を見ることになった。次のア～エの中から、健が見る3つの部門を、見学する順序に並べ、記号で答えなさい。

- ア American Art イ Asian Art ウ Egyptian Art エ Roman Art

問6 本文中の の中に補う英文として、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 No one can make a world trip in the Metropolitan Museum.
 イ We need a lot of money to make a trip around the world.
 ウ American artworks aren't as interesting as the others.
 エ You cannot make a trip all over the world in one day.

◆ 解答用紙 ◆

問1					
問2	㉑		㉒		
問3	A		B		
	C				
問4					
問5	⇒ ⇒				
問6					

◆ 問題 ◆ 21 - 3 - 22

次の対話文は、高校生の Hiroyuki が、近所に住んでいる同級生の Toshio と話をしているときのものです。対話文を読んで、あとの各問いに答えなさい。

(三重県 2009 年度)

Toshio : Hello, Hiroyuki.
 Hiroyuki : Hello, Toshio. I haven't seen you for a few weeks.
 Toshio : Right. I was in Australia.
 Hiroyuki : That's great. (①) there?
 Toshio : For two weeks. I stayed at the house of an Australian family.
 Hiroyuki : That sounds interesting. I want to become friends with a high school student in a foreign country. Did you enjoy it?
 Toshio : Yes, I did. These are my pictures.
 Hiroyuki : Oh, did you ride a horse?
 Toshio : Yes. It was fun.
 Hiroyuki : Who is this boy in the picture?
 Toshio : His name is David. I learned how to ride a horse from David.
 Hiroyuki : Really? Was it difficult to ride a horse?
 Toshio : No, it wasn't. David helped me a lot.
 Hiroyuki : He looks very kind. I also want to become friends with David.
 Toshio : You can send an e-mail to him.
 Hiroyuki : That's nice, but I have never sent an e-mail in English.
 Toshio : (②) I have sent many e-mails in English and David understood me.
 Hiroyuki : How did you write your e-mails?
 Toshio : In my e-mails, I used some easy words I learned in my English classes.
 Hiroyuki : I see. I will also do that when I write my e-mail.

注 Australian オーストラリア人の become friends with～ ～と親しくなる horse 馬

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. What time was it | ② ア. Don't worry. |
| イ. How long did you stay | イ. Yes, please. |
| ウ. How did you go | ウ. Thank you. |
| エ. When did you go | エ. See you soon. |

問2 下線部に I will also do that when I write my e-mail. とあるが、Hiroyuki は、e-mail を書くとき、どのようなことをするつもりだと言っているか、具体的に日本語で書きなさい。

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. Toshio stayed at the house of an American family.
- イ. Hiroyuki learned how to ride a horse from David.
- ウ. Hiroyuki has met David in Australia.
- エ. Toshio has sent many e-mails in English.

◆ 解答用紙 ◆

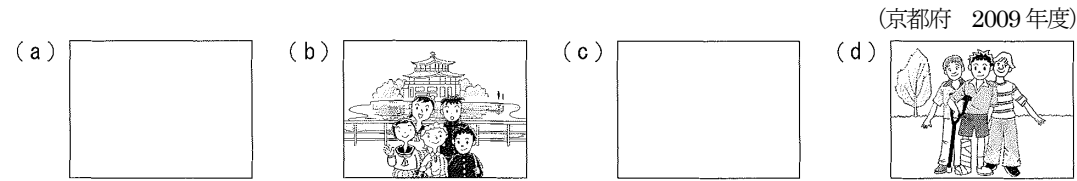
問1	①		②	
問2				
問3				

◆ 解答用紙 ◆

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

◆ 問題 ◆ 21 - 3 - 24

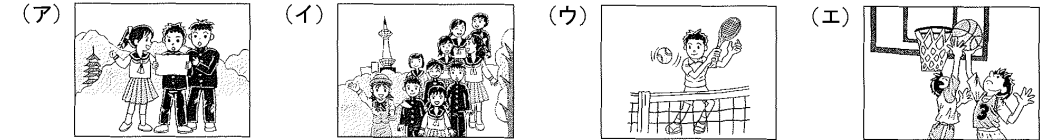
下の英文は、日本の高校に留学中のボブ (Bob) が、友人の健次 (Kenji) と、健次の中学生の頃のアルバムを見ながら交わしている会話である。また、次の(a)~(d)は、二人の会話の中で話題に出た写真を、話題に出た順に示したものである。英文を読んで、問1~問4に答えよ。



Bob: What's this picture? You're looking at something in your hands with your friends.
 Kenji: It's a picture of my school trip. We went to Kyoto when we were junior high school students. We made small groups, and each of the groups used a map and visited some famous places.
 Bob: That sounds interesting. When I had a school trip in my country, our teacher always wanted all of us to be in the same place together. Oh, I like this picture. Your group went to see this beautiful building. All of you look so happy. What's this building?
 Kenji: It's Kinkaku. It's very famous in Kyoto. I saw many people when we visited it for the school trip.
 Bob: I see. I want to see it someday, too. It's so beautiful. Who is this woman next to you?
 Kenji: Well, she's a woman from Canada. We met her when our group was going to see Kinkaku. She also wanted to go to Kinkaku, but . So we went together. When we were walking to Kinkaku, she talked about many things. She said that she loved sports and liked basketball the best. I was a member of the basketball club then, so I had a great conversation with her.
 Bob: Oh, were you in the basketball club? But now you play tennis. Is that right?
 Kenji: That's right. I wanted to start a new sport, so I joined the tennis club. I really enjoy playing tennis now.
 Bob: I want to see your pictures of your basketball club. Do you have any pictures?
 Kenji: Yes, here is a picture taken during my basketball game. My brother took it for me. Please look.
 Bob: You look great! And your brother takes nice pictures. Oh, what's this picture? Did you break your leg?
 Kenji: Yes, I broke my leg when I was practicing basketball at school. It was difficult to walk for about three weeks. My friends in the basketball club gave me a lot of help. I was glad to have a lot of good friends.
 Bob: That's wonderful. I think club activities are an important part of school life. It's great to spend so much time with good friends.

注 Kinkaku 金閣 (鹿苑寺にある建築物) have a great conversation with~ ~と会話がはずむ
 break~ ~を折る leg 脚

問1 本文の内容から考えて、(a) と (c) に入る最も適当な写真はどれか、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 に入る最も適当なものはどれか、(ア)~(エ)から1つ選べ。

- (ア) we didn't give her any help
- (イ) we didn't have time to go with her
- (ウ) she didn't know how to get there
- (エ) she didn't want to talk with us

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2語からなる部分を、本文中から抜き出して書け。

What was Kenji doing when he was injured at school?

答えの文: He was .

問4 本文の内容と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) Bob went to Kyoto for the school trip when he was a junior high school student.
- (イ) Bob didn't know Kinkaku when he first looked at Kenji's pictures.
- (ウ) Kenji took a woman from Canada to his basketball game with his brother.
- (エ) Kenji stopped playing tennis because he wanted to start a new sport.

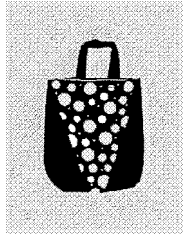
◆ 解答用紙 ◆

問1	(a)	<input type="text"/>	(c)	<input type="text"/>
問2	<input type="text"/>			
問3	<input type="text"/>			
問4	<input type="text"/>			

◆ 問題 ◆ 21 - 3 - 25

高校生の由美 (Yumi) と留学生のジェニー (Jenny) は、休日に商店街で同級生の健司 (Kenji) に会いました。次は、そのとき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 2009年度)

Jenny : Hi, Kenji!
Kenji : Hi, Jenny and Yumi.
Yumi : What are you doing here?
Kenji : I'm going home from the library now. I was studying math there. How ① you? Are you shopping?
Yumi : Yes, we are. Jenny is going to come to my house and make a cake with me this afternoon.
Kenji : I see. Jenny, you have a nice bag.
Jenny : Oh, this is Yumi's bag. She says it's made from something special.
Kenji : Something special? What is it?
Yumi : Well, it is made from the cloth of some broken umbrellas.
Kenji : Really? Broken umbrellas? I've never thought about that. Did you make this bag?
Yumi : Yes, I did.
Kenji : That's wonderful. ②
Yumi : Because I saw this kind of bag on TV and wanted to try to make one. I like it very much.
Kenji : Me, too. I think that this kind of bag is good because water doesn't go through it.
Yumi : I think, so, too. I always use this bag when I go shopping. I don't want to get many paper or plastic bags at stores.
Jenny : In America, some people in my city bring their own bags when they go shopping. But I've never heard about using broken umbrellas to make a shopping bag.
Kenji : The idea is really interesting.
Jenny : Yes. I want to make one like yours, Yumi.
Yumi : Really? Well, after making a cake, I'll tell you how to make the bag.
Jenny : Thank you.



注 is made from～ ～でできている cloth 布 broken こわれた
umbrella 傘 plastic bag ビニール袋

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 about イ for ウ on エ with

問2 本文中にReally? Broken umbrellas? I've never thought about that. とありますが、次のうち、このときの健司の気持ちを説明しているものとして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 Kenji feels sad, because he heard about broken umbrellas from Yumi.
- イ Kenji feels very tired, because Yumi talked about broken umbrellas again.
- ウ Kenji wants to tell Yumi about his bag made from the cloth of broken umbrellas.
- エ Kenji is surprised to hear Yumi's bag is made from the cloth of broken umbrellas.

問3 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 Why did you buy it? イ Why did you make it?
- ウ What did you buy? エ What did you make?

問4 本文中のso が表している内容は何ですか。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 Where was Kenji studying math before seeing Jenny and Yumi?
- ② Are Jenny and Yumi going to make a cake at Yumi's house together?
- ③ What will Yumi do after making a cake?

◆ 解答用紙 ◆

問1		
問2		
問3		
問4		
問5	①	
	②	
	③	

◆ 問題 ◆ 21 - 3 - 26

次は、ある日の昼休み、高校生の直美 (Naomi) と正人 (Masato) が、カナダからの留学生のルーシー (Lucy) 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 2009 年度)

Naomi : Lucy, have you finished your lunch?
 Lucy : Yes, I have. Why do you ask?
 Naomi : I have some tomatoes from my grandfather. (a)
 Lucy : OK. Thank you. Oh, it's very good.
 Naomi : My grandfather grew them. Would you like one, Masato?
 Masato : Oh, thank you. Wow, this tomato is very good. I don't often eat tomatoes, but I like this one.
 Naomi : Oh, I'm glad (1) that. My grandfather said, "Now we can get tomatoes in any season, but fresh tomatoes in summer are the best."
 Lucy : Is your grandfather a farmer?
 Naomi : No, he isn't. But, he likes to grow some vegetables in a field near his house.
 Masato : Oh, does he?
 Naomi : Yes. He often gives my family vegetables he grows every season.
 Lucy : (A)That is nice. Is growing vegetables difficult?
 Naomi : Yes, I think so. Sometimes, when I help my grandfather, he says, "I have to (2) the vegetables every day."
 Lucy : I see.
 Naomi : But he really enjoys growing vegetables. After summer, he will try to grow daikon radishes.
 Masato : Daikon radishes? Oh, my family likes and often eats them. The daikon radish in the Japanese food oden is my favorite food. (b)
 Lucy : Yes, of course. I've had some. But we don't have many in my country.
 Naomi : Really? I think daikon radishes are one of the most popular vegetables in Japan.
 Masato : Did you know my town is famous for its daikon radish? It's called "Tanabe Daikon" People started to grow this vegetable more than one hundred years ago. Now there aren't many fields, but some farmers grow them. I learned about that from my elementary school teacher.
 Lucy : Oh, did you?
 Masato : My teacher also showed us a Tanabe Daikon in class, and said, "This is a traditional vegetable in Osaka." Her story made me interested in the vegetable grown in my town. After that, I learned we can buy fresh Tanabe Daikon at farmer's markets every (3).
 Lucy : Really? That sounds interesting.

ダイコンの写真

田辺大根

注 grew grow (栽培する) の過去形 fresh 新鮮な vegetable 野菜
 field 畑 daikon radish ダイコン elementary school 小学校 traditional 伝統的な

問1 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 Why don't you try one?
- イ Lucy, is there anything to eat?
- ウ What food are you interested in?
- エ Lucy, do you know what a daikon radish is?
- オ How about growing different kinds of vegetables?

問2 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 heard
- イ hearing
- ウ to hear
- エ to hearing

問3 本文中の (A)That の表している内容は何ですか。日本語で書きなさい。

問4 本文中の "I have to (2) the vegetables every day." が、「私は毎日野菜の世話をしなければなりません。」という内容になるように、解答欄の _____ に英語3語を書き入れ、英文を完成しなさい。

問5 本文中の (3) には、次の三つの英文によって説明される英語1語が入ります。その語を書きなさい。

- It is one of the seasons.
- It is between fall and spring.
- In it, the weather is usually cold.

問6 次は、ルーシーが書いた日記の一部です。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, Naomi brought some (i) to school. Her grandfather grew them. He is not a (ii), but he likes to grow vegetables. Naomi said (iii) is difficult to grow vegetables. Masato said his town is famous for a daikon radish called Tanabe Daikon. Tanabe Daikon is a traditional vegetable in Osaka. His elementary school teacher (iv) him about that and he became interested in it. I'd like to try the daikon radish.

◆ 解答用紙 ◆

問1	(a)		(b)	
問2				
問3				
問4	I have to _____ the vegetables every day.			
問5				
問6	(i)		(ii)	
	(iii)		(iv)	

◆ 問題 ◆ 21 - 3 - 27

次の文は、高校生のみよこさんと留学生のエミリーさんの会話です。これを読んで、あとの問いに答えなさい。
(兵庫県 2009 年度)

Miyoko: You speak Japanese well, Emily. Did you study Japanese in your country?
 Emily: Yes, I did. I studied it for one year, but speaking Japanese was very difficult when I came to Japan. I tried to speak Japanese but I couldn't express myself well in Japanese. I didn't know what to say when my classmates asked me some questions in Japanese.
 Miyoko: Then many classmates spoke to you in English.
 Emily: Yes. I wanted to know more about Japan, so I asked them some questions in English. But it was sometimes difficult for them to answer my questions. So I decided to speak to them in Japanese. I talked with my host family about some different ways to study Japanese and I found a good way.
 Miyoko: What is it?
 Emily: Watching movies is a good way to study Japanese. I watch Miyazaki Hayao's movies in Japanese. His movies are very popular in many countries.
 Miyoko: I like his movies, too. His movies are beautiful and the stories are interesting.
 Emily: I think so. I watch his movies again and again, and I remember the words used in them. Then I try to use them when I speak to my classmates.
 Miyoko: I see. That's a good idea.
 Emily: Yes. I enjoy watching his movies and I also enjoy studying Japanese. When I speak to my classmates in Japanese, they try to understand me and they tell me my mistakes. So I think my classmates are very kind. Now I have many friends because my classmates and I often talk in Japanese. Speaking Japanese is fun and I want to study more.
 Miyoko: That's good. I know a lot of interesting Japanese movies and I have some videos. I will bring them for you.
 Emily: Thank you, Miyoko.

注 express myself 自分の考えを述べる classmate(s) クラスメート
 decide to ～することに決める host family ホームステイ先の家族
 way(s) 方法 Miyazaki Hayao 宮崎駿 (映画監督) mistake(s) 間違い

問1 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 Emily could speak Japanese well when she came to Japan.
- イ Emily asked her classmates about Japan in English but it was not easy for them to answer her questions.
- ウ Emily did not know about Miyazaki Hayao's movies, so Miyoko told her about them.
- エ Emily likes English movies very much because they have stories for studying Japanese.
- オ Emily often watches Miyazaki Hayao's movies because she can enjoy learning Japanese.

問2 次の質問に主語と動詞のある英文で答えなさい。

- (1) How long did Emily study Japanese before she came to Japan?
- (2) Why does Miyoko like Miyazaki Hayao's movies?

問3 エミリーさんは、宮崎駿の映画で、どのように日本語を勉強していますか。日本語で書きなさい。

問4 エミリーさんは、なぜクラスメートのことを親切だと思っていますか。日本語で書きなさい。

問5 エミリーさんは、どうすることで友だちがたくさんできたと言っていますか。日本語で書きなさい。

◆ 解答用紙 ◆

問1		
問2	(1)	
	(2)	
問3		
問4		
問5		

◆ 問題 ◆ 21 - 3 - 28

次の文を読んで、各問いに答えよ。

(奈良県 2009年度)

Yuki: Welcome, Mike. Was it difficult to find my house?
 Mike: No. It was easy to get here. Thank you for the map. This is a present for your family, a calendar of Canada. ①(ア So イ Here ウ Where) you are.
 Yuki: Wow. This calendar has beautiful pictures of mountains and lakes. Thank you.
 Mike: You're welcome. Oh, that deer antler by the window looks like the one my mother has.
 Yuki: You mean your mother has a tsunozaiku in Canada?
 Mike: Yes. My mother said it's a traditional craftwork of Nara. She bought it when she was in Japan.
 Yuki: Oh, your mother was in Japan?
 Mike: That's right. She came to Nara about twenty years ago, and taught English. She said she liked giving deer crackers to the deer in Nara Park. I also enjoy it.
 Yuki: The deer in Nara Park are natural treasures. Their long antlers are cut off at a special event, and some of them are used to make tsunozaiku.
 Mike: My mother's tsunozaiku was made of those antlers, too. She loved it and brought it home with her. Many good things have happened to her ②(ア during イ before ウ since) then. She believes that it has made our family happy.
 Yuki: That's nice. Does your mother often talk about Japan?
 Mike: Yes, she does. She talks about Japanese foods, the Japanese way of life and many people she met in Nara. ③I've been interested in your country for a long time.
 Yuki: I see. You learned a lot from your mother, and now you're studying in Japan.
 Mike: Yes. Learning about Japanese culture is interesting to me. ④I want you to learn about my country, too.
 Yuki: I am interested in your country. Please tell me about Canada. I may visit you in Canada in the future.

注 calendar カレンダー deer シカ (単複同形) antler 角 tsunozaiku 角細工
 traditional 伝統的な craftwork 工芸品 deer cracker シカ用のせんべい
 natural treasure 天然記念物 be cut off 切り取られる event 行事
 be made of ~で作られている way 習慣

問1 ①, ②の () 内のア～ウから、適する語をそれぞれ1つずつ選び、その記号を書け。

問2 下線部③を日本語に直せ。

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

(a) When did Mike's mother come to Nara?

(b) Does Mike enjoy giving deer crackers to the deer in Nara Park?

問4 下線部④を参考にして、「彼女は彼女の友人たちに、奈良での楽しい日々を覚えていてもらいたい。」という文を英語に直せ。

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 Yuki visited Mike and gave him a beautiful calendar of Canada as a present.

イ Mike's mother believes that her tsunozaiku has made her family happy.

ウ Yuki met Mike's mother in Japan and heard a lot about Canada from her.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 21 - 3 - 29

次の英文は中学生の健二 (Kenji) と祖父 (Grandpa) の対話です。これを読み、問1～問4に答えなさい。
(和歌山県 2009年度)

Grandpa: Did you have a good time during winter vacation?
 Kenji: Yes. I read some interesting books and enjoyed playing video games. They were Christmas presents from my father.
 Grandpa: Is it fun to play video games?
 Kenji: Yes. It's exciting. Would you like to play some video games with me?
 Grandpa: Well... I have never played them. Is it [①] to play them?
 Kenji: No. It's easy. You can play them with a remote control.
 Grandpa: Oh, I see. That's great. [A] So I enjoyed some old Japanese games.
 Kenji: What kind of games did you play in those days?
 Grandpa: Well... I usually flew a kite with my friends in winter. At that time, we all thought, "Whose kite will fly the highest in the sky?" We competed with each other in the cold wind. That was a lot of fun.
 Kenji: Great! Where did you get your kites?
 Grandpa: Well, I made my own kites with bamboo, paper and so on. That was hard but very [②]. I was happy when my kite flew high in the sky.
 Kenji: That's nice. Did your friends make their kites, too?
 Grandpa: Yes, of course. We talked about kites together and exchanged some ideas. That was a nice experience.
 Kenji: I see. [B] So we usually do not have to make things with our hands. Making things sounds interesting. I want to make something, too.
 Grandpa: Oh, I'm very [③] to hear that. Making things for yourself makes you happy. I hope [].

注 Christmas クリスマス remote control リモコン in those days 当時
 flew < fly (飛ばす, 飛ぶ) の過去形 kite たこ thought < think の過去形
 high 高く compete 競争する each other お互い bamboo 竹
 ~ and so on ~など exchange 交換する experience 経験 for yourself 自分で

問1 本文中の[①]～[③]にあてはまる語の組み合わせとして最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。

- | | | | |
|---|---------------|---------------|-------------|
| ア | ① hard | ② exciting | ③ sad |
| イ | ① exciting | ② easy | ③ tired |
| ウ | ① difficult | ② interesting | ③ glad |
| エ | ① interesting | ② nice | ③ surprised |

問2 対話の流れに合うように、文中の [A], [B] のそれぞれにあてはまる最も適切な文を、次のア～オの中から1つずつ選び、その記号を書きなさい。

- ア I think winter is a good season for flying kites.
- イ Now we can buy things we want at shops.
- ウ You are very interested in the things I made.
- エ When I was a boy, I didn't have such games.
- オ Some of my friends taught me how to play the games.

問3 下線部 That の内容を、日本語で具体的に書きなさい。

問4 あなたなら、文中の [] で、どのようなことを述べますか。本文の流れに合うように英文を考えて書きなさい。

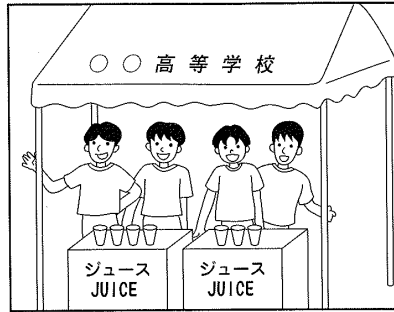
◆ 解答用紙 ◆

問1				
問2	A		B	
問3				
問4				

◆ 問題 ◆ 21 - 3 - 30

高校の学校祭で模擬店の責任者になっている恵理 (Eri) さんが、留学生のジョン (John) さん、外国語指導助手のホワイト (White) 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 2009 年度)



John: What's wrong? Are you *worried about something?
 Eri: I'm thinking about our school festival this year. Last year people left a lot of garbage around the school.
 John: What kind of garbage did you find?
 Eri: Cups and *plates. They were *mainly from the *stalls selling food and *drinks.
 Mr. White: How about having more *garbage cans around the school?
 Eri: We don't have enough garbage cans at school.
 John: People should take their garbage home. That will *solve the problem.
 Eri: Do you really think they will take their garbage home?
 John: Well, no. Then, why don't you ask people to bring their used cups and plates back to the stalls? We can take them to the *recycling factory after the festival.
 Eri: I don't think people will go back to the stalls to return their used cups and plates.
 Mr. White: Eri, I have an idea. Last year juice was one hundred yen. This year, you can *add ten yen to the price. When people return the cups to the stalls, they can get it back.
 Eri: That sounds good. Many people will go back to the stalls to get their money back. We can do the same for the plates. I will explain this idea to the students who will work at the stalls. Thank you very much for your help.
 Mr. White: I hope that all of them will agree.
 John: Me, too. It will be good for the *environment, too.
 Eri: I (school festival / everyone / a / enjoy / clean / to / want) this year.

注 worried 心配して plate(s) 皿 mainly 主に stall(s) 模擬店, 屋台
 drink(s) 飲み物 garbage can(s) ゴミ箱 solve 解決する
 recycling factory リサイクル工場 add 加える environment 環境

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) What happened during the school festival last year?

Cups and plates were () all over the school.

(2) Will John explain Mr. White's idea to the students who will work at the stalls?

(), he ().

問2 ジョンさんの最初の意見について、恵理さんはどう思っているのか、ジョンさんの意見の内容を示したうえで、日本語で答えなさい。

問3 次の (ア), (イ) のそれぞれに数字を入れて、ホワイト先生の意見について書かれた英文を完成させなさい。

This year a cup of juice will be (ア) yen. When people return their used cups, the stalls will give (イ) yen back to them.

問4 問3のホワイト先生の意見について、恵理さんはどう思っているのか、そう思う理由も含めて日本語で答えなさい。

問5 下線部が「今年みんなに清潔な学校祭を楽しんでほしい」という意味の英文になるように、() 内の語句を正しく並べかえて書きなさい。

問6 本文の内容を表す英文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 Last year people had to return their used cups and plates to the stalls during the school festival.

イ This year people will bring their own cups and plates to the school festival.

ウ Eri hopes that she will have a festival without garbage around the school this year.

エ Eri gives Mr. White and John some new ideas about the school festival this year.

◆ 解答用紙 ◆

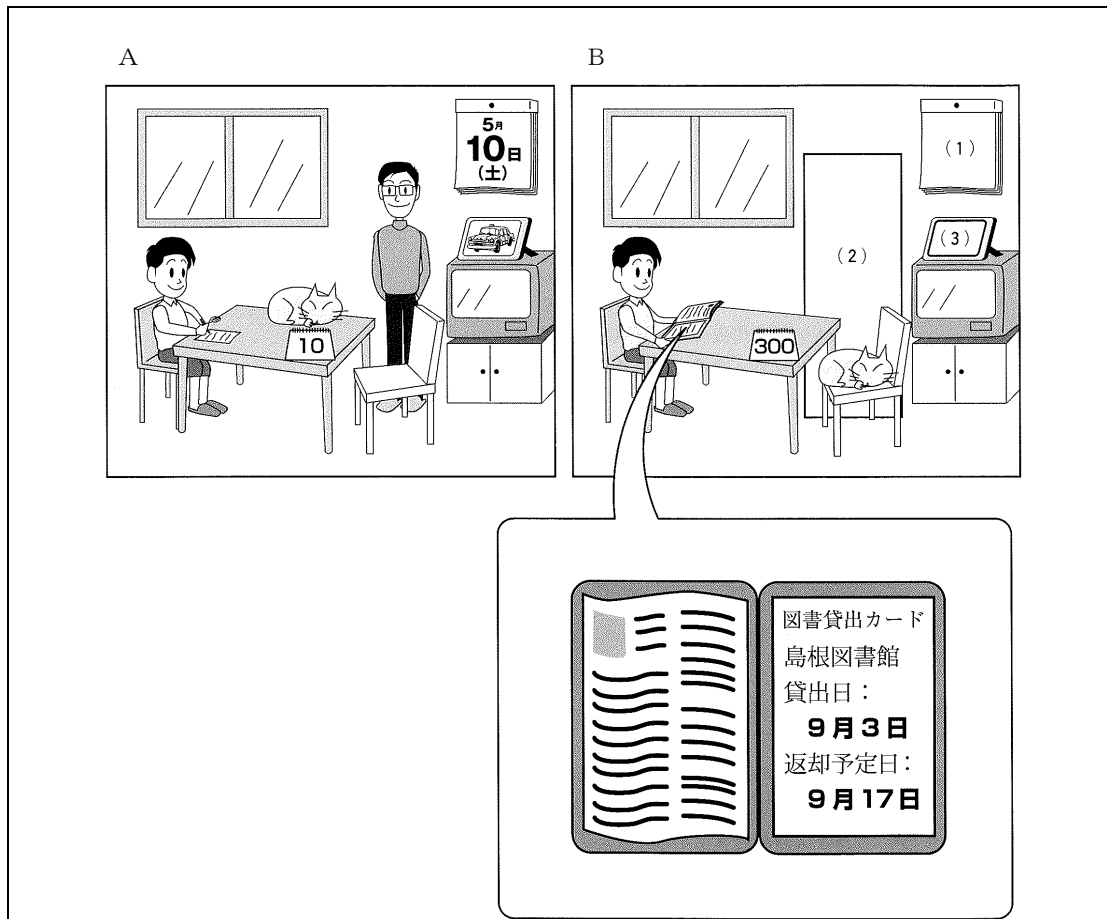
問1	(1)	Cups and plates were () all over the school.			
	(2)	(), he ().			
問2					
問3	ア		イ		
問4					
問5					
問6					

◆ 問題 ◆ 21 - 3 - 31

グリーン (Mr. Green) 先生とタモツ (Tamotsu) さんが、2つの絵A, Bを使って、Find the Differences (違いを探せ) のゲームをしています。A は5月10日、Bはその4か月後の「今」の状態です。A, Bと右ページの英文を見て、あとの問1, 問2に答えなさい。ただしBでは(1)～(3)の3か所が隠されています。また、Bの下にある吹き出しは、Bの絵の一部を拡大したものです。

(*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 2009年度)



Mr. Green : Tell me six differences.

Tamotsu : The *calendar showed May 10th, Saturday, in “A,” but now it shows September 10th, Wednesday. A man was standing by the window on May 10th, but now the man and a woman are there. She is as tall as the man.

Mr. Green : Good.

Tamotsu : There is a picture on the TV set. Now it’s a picture of a boy swimming in the sea, but it was a picture of a car on May 10th. A cat was on the table, but now it is on the (4). A boy was writing a letter on May 10th, but now he’s reading a book. He (5) the book from the library last week.

Mr. Green : Right. There is one more difference. Look at the pictures and try to find it.

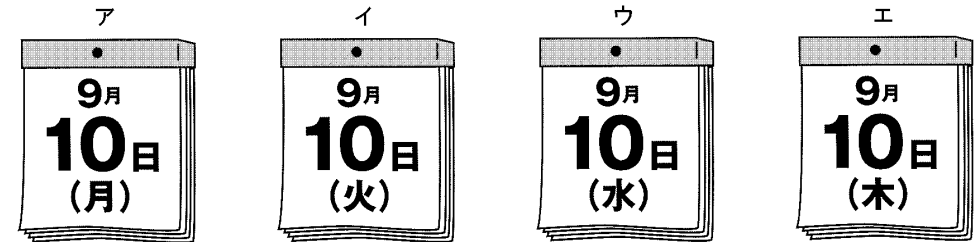
Tamotsu : OK. The number written on the paper was ten on May 10th, but now it is three (6).

Mr. Green : Perfect.

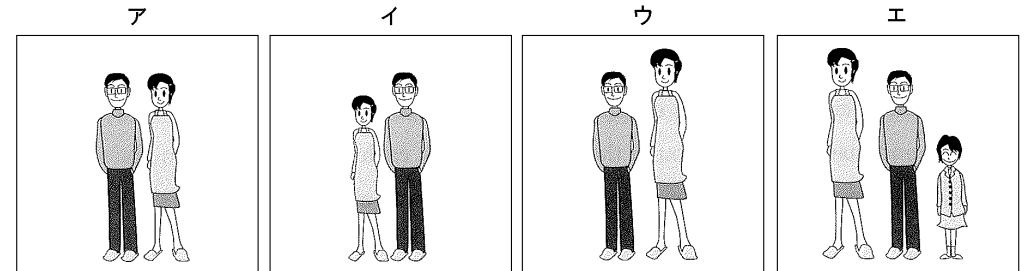
〈注〉 calendar カレンダー

問1 次の1～3に答えなさい。

1. Bの絵の(1)にふさわしいものを下のア～エから一つ選び、記号で答えなさい。



2. Bの絵の(2)にふさわしいものを下のア～エから一つ選び、記号で答えなさい。



3. Bの絵の(3)にはどのような写真が入りますか。日本語で答えなさい。

問2 本文中の(4), (5), (6)に入る最も適当な単語をそれぞれ英語で答えなさい。

◆ 解答用紙 ◆

問1	1		2	
	3	() 写真		
問2	4		5	
	6			

◆ 問題 ◆ 21 - 3 - 32

次の英文は、ブラウン (Ms. Brown) 先生の司会で、マモル (Mamoru) さん、ヒロシ (Hiroshi) さん、シゲキ (Shigeki) さん、ミドリ (Midori) さんの4人が「テレビ」について話し合いをしている場面です。これを読んで、あとの問1～問6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 2009年度)

Ms. Brown: Hello, everyone. Some people say small children shouldn't watch TV. What do you think?

Mamoru: I agree with them. Small children should not watch TV. If they watch TV for many hours at home, they will not have time to talk with their family. Talking with other people is more important and more interesting than watching TV.

Hiroshi: (A) Small children should stop watching TV. My father often says that watching TV is not good for small children's *brains. He says watching TV makes their *memory weak.

Shigeki: (B) Small children learn a lot of things about the world through TV. They learn what is good and what is bad through TV.

Midori: That may be true, but I can understand (C) opinions. Small children may need TV, but they shouldn't watch it for many hours. We should make (1) a rule—for example, they can watch TV an hour in a day.

Ms. Brown: O.K. (2) We cannot find an easy answer to this question. Different people have different ideas. Let's think about your friends' ideas and talk about this problem again. Thank you for interesting ideas.

〈注〉 brain 脳 memory 記憶力

問1 ブラウン先生は最初に、テレビに関するある意見を紹介しています。それはどのような内容ですか。その内容を日本語で答えなさい。

問2 下の文はマモルさんが問1の意見に賛成する理由です。本文の内容に合うように、() にふさわしい日本語を答えなさい。

家でテレビを長時間見ると、() 時間がなくなるから。

問3 本文中の (A) (B) にあてはまる最も適当な文を、ア～オの中からそれぞれ一つずつ選び、記号で答えなさい。

- ア I don't agree with you.
- イ I have a good idea.
- ウ You are welcome.
- エ You are right.
- オ You did a good job.

問4 本文中の (C) にあてはまる最も適当なものをア～エの中から一つ選び、記号で答えなさい。

- ア Ms. Brown's and Mamoru's
- イ Mamoru's and Hiroshi's
- ウ Mamoru's and Shigeki's
- エ Hiroshi's and Shigeki's

問5 下線部 (1) の具体例を本文中から探し、日本語で答えなさい。

問6 ブラウン先生が下線部 (2) のように言うのはなぜですか。その理由を本文中から探し、日本語で答えなさい。

◆ 解答用紙 ◆

問1			
問2	家でテレビを長時間見ると、() 時間がなくなるから。		
問3	A		B
問4			
問5			
問6			

◆ 問題 ◆ 21 - 3 - 33

Misaki のクラスは、文化祭でテーマ学習の成果を英語で発表することになった。次の英文は、動物園をテーマに選んだ Misaki と彼女の班のメンバーが、発表に向けて、右のグラフ (graph) をもとに話し合いを進めている場面である。問1～問4に答えなさい。

(岡山県 2009年度)



Misaki :I went to a library to find the number of zoo visitors in Japan and I made this graph. In 1974 more than 30,000,000 people visited zoos in Japan, but the number went down. In (ア) the number was the smallest. What is the reason?

Kenta :I think the reason is the number of children. The number of zoo visitors in the graph went down because the number of children went down. A zoo is a popular place for children. I will try to make a graph of the number of children in Japan.

Masato :Just a minute. Do you think a zoo is a place only for children? (イ). People of all ages love animals. We should think in a different way. I don't think many people feel the need to visit a zoo because they can enjoy watching animals on TV at home. Well, look at this part of Misaki's graph. The number of zoo visitors has gone up since (ア). The number of children is not the only reason. It's a mystery, isn't it?

Yoko :I hear many zoos in Japan have a lot of new ideas to make animals at zoos happy and lively. Let's go to a zoo and find such ideas there. We also become happy to see those animals. We can find the key to the mystery of the graph.

Brian :Many zoos in America try to create wild scenes to make both people and animals there happy. And people can learn how animals live in the wild and learn many things about the life of wild animals at zoos in my country.

注	number 数	zoo visitor 動物園への入園者	reason 理由	age 年齢
	need 必要性	part 部分	mystery など	lively 元気な
	create つくりだす	wild 野生の, 野生	scene 場面	key かぎ

問1 (ア) に入るのは、(1)～(4)のうちではどれですか。

- (1) 1974 (2) 1986 (3) 1998 (4) 2004

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

- (1) I agree (2) Yes, I do (3) That's right (4) I don't think so

問3 Misaki が作成したグラフについて話していないメンバーとして最も適当なのは、(1)～(4)のうちではどれですか。

- (1) Kenta (2) Masato (3) Yoko (4) Brian

問4 Yoko が班のメンバーに提案したことと、そのように提案した理由は何か。それぞれ、次の書き出しに続けて具体的に日本語で説明しなさい。ただし、提案した理由については、必ず「動物園への入園者数」ということばを使用しなさい。

提案したこと

動物園に行って、 こと。

提案した理由

動物園に行けば、。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	提案したこと 動物園に行って、
	こと。
	提案した理由 動物園に行けば、


◆ 問題 ◆ 21 - 3 - 34

Toshiko の中学校は、オーストラリアのアデレード (Adelaide) 市にある South Adelaide High School と姉妹校交流をしており、学校の掲示板には、生徒交流プログラム (student exchange program) への参加希望者を募集する右のポスター (poster) がはられている。次の英文は、Toshiko が、そのポスターを見ながら、South Adelaide High School から来ている交換留学生の Amy と交わしている会話の一部である。問1～問4に答えなさい。

(岡山県 2009 年度)

Good News from South Adelaide High School




Student Exchange Program 2009



Date: 22 ~ August 6, 2009 (16 days)

Timetable: 4 hours of special English classes,
and
2 hours of classes with our students.

Day trip:

- Whale watching 
- Pictures with a koala 
- Museums 

Message from South Adelaide High School:
*Let's study English and enjoy the life in Australia.
We are waiting for you!*

Amy : What are you looking at, Toshiko?
 Toshiko : This is the poster about the student exchange program this summer.
 Amy : Wow, are you going to join it?
 Toshiko : . I'm looking forward to this program.
 Amy : Oh, you will leave for Adelaide soon after the summer vacation starts. You can enjoy studying English in Australia for about two weeks.
 Toshiko : Yes, it's very exciting. What is the best day trip among these three?
 Amy : Well, I think (イ) museums / it / fun / visit / be / to / will. And Adelaide is called "the City of Festivals."
 Toshiko : Really? I like festivals very much.
 Amy : You will enjoy staying in my city.

注 look forward to ~ ~を楽しみに待つ leave for ~ ~に向けて出発する
 soon after ~ ~したすぐあとで timetable 時間割 whale クジラ koala コアラ

- 問1 に入れるのに最も適当なのは、(1)～(4)のうちではどれですか。
 (1) Of course (2) No problem (3) No, thank you (4) Here you are
- 問2 下線部 (イ) の語をすべて用いて、意味のとおり英文になるように並べかえなさい。
- 問3 に入れるのに最も適当な英語 1 語を書きなさい。
- 問4 Toshiko が、このプログラムに申し込んだところ、三つの家族から受け入れの申し出があり、それぞれの家族の特徴をまとめた次の表を見せてもらった。あなたが Toshiko になったつもりで、次の表をもとに、あなたが一緒に滞在したい家族の名前とその理由を英語で書きなさい。なお、家族の名前については、Smith, Green, Brown のいずれかを入れなさい。理由はいくつ書いてもかまいません。また、英文は 2 文以上書いてもかまいません。

家族の名前	the Smith family (スミス家)	the Green family (グリーン家)	the Brown family (ブラウン家)
家族構成とペット	両親, 14 歳の女子, 3 歳の男児	両親, 13 歳の女子, 猫 (1 匹)	50 歳代の夫婦, 犬 (2 匹)
家の場所	海岸まで歩いて 3 分	学校まで歩いて 1 分	大きな公園に近い
家族からの メッセージ	・子どもたちに視野を広げてもらいたいので、日本人のものの考え方や文化を伝えてほしい ・オーストラリアの自然を楽しもう。	・日本のことをあまり知らないなので、滞在中に日本のことや日本人の生活について教えてほしい。 ・日本料理に大変興味があります。	・息子が、交換留学生として生活した経験があるので、今度は、そのお礼に日本の生徒を受け入れたい。 ・公園での犬の散歩は楽しいです。

◆ 解答用紙 ◆

問1	
問2	Well, I think .
問3	
問4	家族の名前 : the family
	理由 :

◆ 問題 ◆ 21 - 3 - 35

次の対話は、高校生の亜矢子とアメリカから来た留学生のサラが放課後に学校の教室で話したものであり、後のメモは、そのとき亜矢子が持っていたものです。これに関して、あとの問1～問5に答えなさい。

(広島県 2009年度)

Ayako : Hi, Sarah. How are you?
 Sarah : Fine, thank you. I'm sorry, I couldn't join the last club meeting.
 Ayako : Don't worry. We talked about a farewell party for Mr. Brown. We're going to have it next Thursday.
 Sarah : Oh, I see. He's going back to his country next month. He has helped us a lot in the English club. So it's good to have a farewell party. Can you tell me more?
 Ayako : OK. Look at this note. We'll have one hour and thirty minutes for the party, so we can . First, we'll make a speech in English. We're going to talk about some memories with him and say thank you.
 Sarah : That's good. It's one of the most important things in a farewell party.
 Ayako : I think so, too. Second, we'll ask Mr. Brown to make a speech. I want to listen to his memories of our school and his experiences in Japan.
 Sarah : Me, too. Then we'll play some games, right? What kind of games are we going to play?
 Ayako : We haven't decided yet. Are there any good games for the party?
 Sarah : Well, . How about singing songs with him, instead? He taught us many English songs in the club. So we can sing some songs with him.
 Ayako : Great idea! Let's talk with the other members about your idea tomorrow. Then look at the note again. Before taking pictures with Mr. Brown, we'll as a present. We're going to make it.
 Sarah : Sounds good. Before coming to Japan, some of my friends made a video and gave it to me. In the video, each of them talks to me. I sometimes watch it and I feel happy.
 Ayako : Wonderful! I'm glad to hear ①that. Now I know we've made a good choice for him. Let's make a good video. Thank you, Sarah.
 Sarah : You're welcome. I hope he'll enjoy our party.

Farewell Party for Mr. Brown

July 17th (Thursday), 15:30~17:00 in Room 201

- 1 Speech by each member
- 2 Speech by Mr. Brown
- 3 Playing some games ② with Mr. Brown
- 4 Giving a present
- 5 Taking pictures

注 club meeting クラブのミーティング farewell party 送別会 note メモ
 memory 思い出 experience 経験 decide 決める
 instead その代わりに make a good choice よい選択をする

問1 本文中の ・ に適切な語を必要なだけ補って、英文を完成しなさい。

問2 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 I don't know much about games
- イ I know a lot of good games
- ウ Mr. Brown doesn't know much about games
- エ Mr. Brown knows a lot of good games

問3 本文中の下線部①について、その内容を表している最も適切なものを、次のア～エの中から選び、その記号を書きなさい。

- ア Sarah is happy to join the farewell party for Mr. Brown.
- イ Sarah is happy to sing some English songs with Mr. Brown.
- ウ Sarah is happy to watch the video she got from her friends.
- エ Sarah is happy to make a good video with the club's members.

問4 メモの中の下線部②は、亜矢子が対話に応じて書き込んだものです。 にあてはまる最も適切な2語の英語を書きなさい。

問5 次の(1)・(2)に対する答えを、英文で書きなさい。

- (1) What did members in the English club talk about in the last meeting?
- (2) Does Ayako think Mr. Brown will be happy to get their present?

◆ 解答用紙 ◆

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

◆ 問題 ◆ 21 - 3 - 36

次は、Emi と Mary との対話の一部である。2人は、風呂敷 (furoshiki) 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 2009年度)

Emi: Mary, you'll go back to Canada soon. This is a present for you.
 Mary: Oh, thank you. May I open it now?
 Emi: Sure. I _____ (A) _____.
 Mary: Wow, this is a beautiful cloth. I especially love the color.
 Emi: This is furoshiki. Japanese people have used it for a long time.
 Mary: Really? How do you use this cloth?
 Emi: We use it to wrap things in different shapes and carry them.
 Mary: Things in different shapes? Can you give me _____ (B) _____?
 Emi: Books, bottles and so on. Look. I'll show you how to wrap this box.... I learned this from my grandmother.
 Mary: That's great! It's beautiful!
 Emi: She knows some other ways to wrap things in furoshiki. And she often uses it when she goes shopping or takes a gift to someone.
 Mary: So you can use the same furoshiki _____ (C) _____. It's really useful. I want to learn more about how to wrap things in it.
 Emi: OK. Why don't you come with me to visit my grandmother? (D) She will teach you.
 Mary: That will be fun.

注 cloth 布 especiany 特に wrap ～を包む shapes 形 bottles びん

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 hope you'll like it 2 know it's hers 3 didn't like it 4 think it's wrong
 (B) 1 your name 2 your news 3 some examples 4 some programs
 (C) 1 last night 2 many times 3 too early 4 for the first time

問2 下線部 (D) で、Emi は Mary に「おばあさんが教えてくれるよ。」と言っているが、何を教えてくれるのか。日本語で答えなさい。

問3 次は、後日、Mary が Emi に送った電子メールの一部である。下線部 (a), (b) に入る適当な英語を、1語ずつ答えなさい。

After I came back to my house in Canada, I showed the furoshiki to my _____ (a) _____. They all liked it. My mother and my sister especially loved it. I said that you gave me the furoshiki as a _____ (b) _____. I will show it to my friends tomorrow. I think that it will become popular among them, too....

◆ 解答用紙 ◆

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

◆ 問題 ◆ 21 - 3 - 37

次の表 (table) は、中学生の早苗 (Sanae) さんが住む東町の町民体育館の入口にはられている、町のスポーツクラブの練習日 (曜日・時間) を示したものである。また、英文は、早苗さんとカナダから来た外国語指導助手 (ALT) のトム (Tom) 先生が、この表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。

(徳島県 2009 年度)

平成 20 年度 東町スポーツクラブの練習日 (曜日・時間)

曜日	Aコート	Bコート	練習時間(PM)
月	バスケットボールクラブ (basketball club)	バドミントンクラブ (badminton club)	7:00～9:00
火			
水	剣道クラブ (kendo club)	卓球クラブ (table tennis club)	7:30～9:30
木	ソフトテニスクラブ (soft tennis club)	バレーボールクラブ (volleyball club)	7:00～9:30
金	バスケットボールクラブ (basketball club)	バドミントンクラブ (badminton club)	7:00～9:00
土	ソフトテニスクラブ (soft tennis club)	バレーボールクラブ (volleyball club)	6:00～8:30
日			

Sanae: Please come here tomorrow. This evening I'll ask my brother to tell you what to do. He will come to play basketball tomorrow. It will be easy to find him, because he is the tallest in the club.

Tom: Thank you. What time should I come?

Sanae: Please come here just when the practice begins.

Tom: Oh, ② My friend will come to my house tomorrow evening.

Sanae: OK. Then, please come at the same time on the next practice day for basketball. And ... about kendo, I'll ask my brother to tell you about it when he meets you. He knows a lot about the kendo club, because his friend is a member.

Tom: Thanks a lot. I'm looking forward to playing basketball and kendo.

注 PM 午後 gym 体育館 practice 練習 (する) look forward to ～ ～を楽しみに待つ

問1 ①・②に最も適するものを、それぞれア～エから1つずつ選びなさい。

- ① ア Why don't you come and join some sports clubs?
- イ Have you ever played basketball in your country?
- ウ How about coming to the gym to watch the sports?
- エ Would you like to be a member of the table tennis club?

- ② ア I heard good news from my friends.
- イ I'm sure I'll be free.
- ウ I'm very glad to hear the news.
- エ I'm sorry I can't come.

問2 トム先生は、下線部のように言っているが、そう思うきっかけとなったことは何か、日本語で書きなさい。

問3 次の英文は、トム先生が早苗さんと相談して、次に体育館に来ることになった曜日と時刻を表したものである。[㉑]・[㉒]に適切な英語を入れて、英文を完成させなさい。ただし、時刻も数字ではなく、英語で書くこと。

Tom will come to the gym at [㉑] on [㉒] evening.

Tom: Many people were playing kendo and table tennis in the gym last night, Sanae.

Sanae: They are the sports club activities in my town. Some sports clubs use this gym. Look at this table. It shows the names of the sports clubs and their practice time. My brother Yutaka is a member of both the basketball club and the table tennis club. So I'm sure you saw him in the gym last evening.

Tom: Really? Your brother likes sports!

Sanae: ①

Tom: That sounds great! I'd like to play basketball. I played it for seven years when I was a student. I'm happy to hear that I can play it again. And I'm also interested in kendo. When I was in Canada, a teacher who taught us Japanese at my college often said to us, "Kendo is one of the great cultures of Japan." I have wanted to practice it since then. I'd like to do both. What should I do?

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 豊 (Yutaka) さんは2つのスポーツクラブに入っており、一週間に4日、体育館で練習がある。
- イ トム先生は、希望どおりになれば、豊さんとすべて同じ曜日に体育館で練習することになる。
- ウ 早苗さんは、今晚、トム先生のことについて、豊さんの友だちに話をするようになった。
- エ 豊さんは、明日の夕方、友だちといっしょにトム先生の家を訪問することになった。
- オ 早苗さんは、トム先生が豊さんを見つけやすいように、豊さんの特徴をトム先生に伝えた。
- カ トム先生は、スポーツクラブのことについて、早苗さんの友だちから話を聞く予定である。

問5 この対話をした数日後、早苗さんは、トム先生を町民体育館で行われる町内のバレーボール大会に誘うことにした。[対話文] は、早苗さんとトム先生との対話の一部である。[メモ] に書かれている内容をもとに、[対話文] 中の に入る文章を、〈条件〉に従って、英語で書きなさい。

[対話文]

<p>Sanae: We'll have volleyball games in the gym next Sunday. The first game starts at ten in the morning. Can you come to play with us?</p> <p>Tom: Of course. Will you tell me more about it?</p> <p>Sanae: Sure.</p> <div style="border: 1px solid black; height: 60px; width: 100%; margin-top: 10px;"></div>

[メモ]

<table style="width: 100%;"> <tr> <td style="width: 50%;"><input type="checkbox"/> 毎年、約 100 人が試合を楽しむ</td> <td style="width: 50%;"><input type="checkbox"/> 1 チームは 9 人</td> </tr> <tr> <td><input type="checkbox"/> 昼食は持参</td> <td><input type="checkbox"/> 参加費は不要</td> </tr> <tr> <td><input type="checkbox"/> 飲み物は購入可能</td> <td><input type="checkbox"/> 全員が鉛筆とノートをもらえる</td> </tr> </table>	<input type="checkbox"/> 毎年、約 100 人が試合を楽しむ	<input type="checkbox"/> 1 チームは 9 人	<input type="checkbox"/> 昼食は持参	<input type="checkbox"/> 参加費は不要	<input type="checkbox"/> 飲み物は購入可能	<input type="checkbox"/> 全員が鉛筆とノートをもらえる
<input type="checkbox"/> 毎年、約 100 人が試合を楽しむ	<input type="checkbox"/> 1 チームは 9 人					
<input type="checkbox"/> 昼食は持参	<input type="checkbox"/> 参加費は不要					
<input type="checkbox"/> 飲み物は購入可能	<input type="checkbox"/> 全員が鉛筆とノートをもらえる					

〈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	a		b	
問4				
問5				

◆ 問題 ◆ 21 - 3 - 38

次の対話文を読んで、問1～問4に答えなさい。

(愛媛県 2009年度)

Kazuo and Ayako are talking with Mr. Davis, their English teacher, in the classroom after school.

Kazuo : Mr. Davis, thank you very much for talking about your town in Canada in today's class.

Mr. Davis : You're welcome. Did you enjoy it?

Kazuo : Yes, I did. (ア)私はあなたが私たちに見せてくれた写真が好きです。 I really want to go to your town and enjoy its beautiful nature.

Mr. Davis : I hope you'll come to my town in Canada. It's very beautiful. This town is beautiful, too. I like this town as much as mine.

Ayako : Really? I'm very proud of beautiful nature in my town. Please look at that mountain over there from the window. We can see beautiful flowers there. A lot of people come to see them. But we have a problem.

Mr. Davis : Oh, what?

Ayako : There's a lot of litter in the mountain.

Mr. Davis : I see. Some people leave their litter in the mountain, right?

Ayako : Yes. (イ)それがいつも私を悲しくさせるのです。

Mr. Davis : I know how you feel.

Ayako : I want people to understand it's a very bad thing.

Kazuo : They have to take their litter with them when they go home. So let's make a sign which tells them to do so.

Ayako : That's a good idea. Where should we put it?

Kazuo : A lot of people come to this town by train. So I think we should put it in the station.

Ayako : I agree. And I think we should put another sign in the parking lot in the mountain. People coming to the mountain by car can also see it. They will not leave their litter in the mountain.

Kazuo : Let's make nice signs and put them in those places. Could you help us, Mr. Davis?

Mr. Davis : Sure. It's difficult to take action to protect nature. But you're going to do a very good thing for the mountain. I'm very glad to have nice students like you, Kazuo and Ayako.

Ayako : Thank you, Mr. Davis.

注 town 町 nature 自然 be proud of～ ～を誇りに思う
 litter ごみ, くず leave～ ～を置いていく sign 看板
 parking lot 駐車場 take action 行動を起こす protect 保護する

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 I'm glad to help you.
イ I'm glad to hear that.
ウ I'm glad to teach you.
エ I'm glad to say that.
- ② ア Where can we see it?
イ Where can they put it?
ウ What can we do?
エ What can they make?
- ③ ア I hope so.
イ I'm sorry.
ウ I don't know.
エ I don't think so.

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) Mr. Davis talked about [ア beautiful nature in Japan イ the beautiful flowers in the mountain ウ Kazuo's town エ his town.] in today's class .
- (2) Ayako wants people to [ア be proud of her town イ come to the mountain by car ウ take their litter with them when they go home エ clean the station when they go home] .
- (3) Kazuo and Ayako are going to put the signs in [ア the station and the parking lot イ the school and the parking lot ウ the station and the school エ the station, the parking lot and the school] .
- (4) Mr. Davis thinks it is [ア not easy to help Kazuo and Ayako イ not easy to do something ウ easy to take action エ easy to tell Kazuo and Ayako what to do] to protect nature.

問4 ボランティア活動について、次の一連の質問に対する答えを英語で書け。ただし、(1)は8語以上の1文、(2)は5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) あなたがボランティア活動をするとしたら、何をしたいですか。
- (2) また、なぜそれをしたいのですか。

◆ 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 ◆ 21 - 3 - 39

次の文章は、ニュージーランド (New Zealand) から来た外国語指導助手 (ALT) のブラウン先生 (Mr. Brown) 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 2009 年度)

Miki and Taro are talking with Mr. Brown in the teachers' room after school.

Miki: We'll have a new student from New Zealand next month. His name is Paul. We want to do something special for him.

Mr. Brown: That sounds good. Then, let's have presentations for him in my English class.

Miki: Thank you very much, Mr. Brown. [A] I think those letters will help us a lot.

Mr. Brown: ①Here are some (are, sent, he, to, pictures) us. You can use them too. I'm from the same country, so I can help you. [B]

Miki: Thank you.

Taro: Well, I have an idea now. After reading one of his letters we know he likes riding bikes. Let's teach him some useful things when he rides bikes. [C] Second, we can show him traffic rules in Japan.

Mr. Brown: Great! Could you tell me one of the rules?

Taro: Yes. Cars go on the left side of the street in Japan. [D] So

Mr. Brown: Wait! We also drive cars on the left in New Zealand!

Taro: [E] I didn't know that! By watching foreign movies I thought, "Cars go on the right in foreign countries."

Mr. Brown: [F] But they're wrong. There are a lot of things which are the same. Driving is one example.

(Miki is looking at one of the pictures.)

Miki: ②Look at the (in, wearing, is, uniforms, students) this picture. Paul's school has uniforms and we have uniforms too. They're like us! This is another example of the things.

Mr. Brown: That's right!

注 have presentations 発表する (traffic) rules (交通) 規則
drive (driving) 運転する (運転すること)

問1 本文中の [A] ~ [F] の六箇所のうち 四箇所 には、次の1~4の各文が入る。会話の内容から考えて、最も適当な箇所を、それぞれ一つずつ選び、そのアルファベットを答の欄に記入せよ。

- 1 Many Japanese people think everything is different in foreign countries.
- 2 Paul sent a few letters from New Zealand.
- 3 But in your country they go on the right.
- 4 First, we can show him good places to visit in our town.

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	1	
	2	
	3	
	4	
問2	①	()
	②	()
問3		

◆ 問題 ◆ 21 - 3 - 40

次の英文は、ALT のブラウン先生 (Mr. Brown) と彩香 (Ayaka) が、夏休み明けに、8月に行われた北京オリンピックについて話を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 2009年度)

Mr. Brown : Did you enjoy watching the Olympic Games on TV this summer?

Ayaka : Yes, of course. But I couldn't watch many games because . My father told me to do it every day. So, I decided to do it in the morning and to watch games on TV in the afternoon. They were very exciting.

Mr. Brown : Yes, I think so, too. What Olympic sport was the most exciting for you to watch?

Ayaka : The most exciting sport was, well, . . . , swimming!

Mr. Brown : Yes, it was exciting! Japanese *swimmers did a great job!

Ayaka : I think so, too. One of them got two *gold medals this summer.

Mr. Brown : I saw him many times on TV. He also got two gold medals in the Olympic Games four years ago.

Ayaka : (1)Oh, really? I didn't know that. Then he has four gold medals now. He is a great swimmer.

Mr. Brown : Yes, he is. After he got two gold medals four years ago, he kept his hard work. He is the best swimmer in the world now. This summer he wore a *swimsuit made by a foreign *company. It was very good and the *design was cool. A lot of foreign swimmers wore the swimsuits and did a good job. Do you know that a part of the design of the swimsuit was made by a Japanese person?

Ayaka : Really? I don't know (2)that, either.

Mr. Brown : Japanese people are doing a good job both in sports and in culture all over the world.

Ayaka : I hope I can work in a foreign country after college.

My Brown : What do you want to do?

Ayaka : I don't know yet. I will think about it in high school or college.

swimmer(s) 水泳選手 gold medal(s) 金メダル swimsuit(s) 水着
company 会社 design デザイン

問1 に、本文の内容に合う英語を自由に書きなさい。ただし、単語は4語以上使用すること。

問2 下線部(1)について、彩香はどのようなことに驚いているか。日本語で書きなさい。

問3 下線部(2)の示す内容は何か。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～オの中から一つ選び、記号を書きなさい。

- ア Ayaka wanted to watch the Olympic Games on TV, but she couldn't.
- イ Ayaka thinks swimming was exciting, but Mr. Brown doesn't think so.
- ウ Both Mr. Brown and Ayaka think Japanese swimmers did a good job.
- エ Japanese people are doing very well in sports, but they are not doing so well in culture.
- オ Ayaka wants to work in a foreign country, and she has decided what job to do.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 問題 ◆ 21 - 3 - 41

次の英文は、留学生のポール (Paul), 拓也 (Takuya), 田中先生 (Mr.Tanaka) 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 2009年度)

Mr. Tanaka : What was the most interesting thing you did this summer, Paul?

Paul : I was most interested in the uchimizu *campaign. At 2 o'clock on a sunny afternoon everyone near my host family went out on the street and *sprayed water with a hishaku. After uchimizu it wasn't so hot and I felt very happy. Do you often do this in Japan?

Mr. Tanaka : Sometimes, but many years ago a lot of families sprayed water on the street on a very hot afternoon. After we put an *air conditioner in our home, we stopped uchimizu. But a few years ago people started the uchimizu campaign in big cities.

Takuya : But (1)you use a lot of water, right? We should be careful about using water.

Paul : Don't worry. During the uchimizu campaign we use the rainwater and the water from a bath.

Mr. Tanaka : That's a good idea. We shouldn't *waste water. And sometimes we will feel sick under the strong sun, so we should wear a *hat or something when we go out. (2)This is very important. How did you spend this summer, Takuya?

Takuya : I went to Tokyo to visit my friend, Hiroto. We have been good friends since we were very small. He moved to Tokyo when we were ten. We often send e-mails to each other. He took me to his school to show me a *roof garden.

Paul : A roof garden of the school? (3)Why did they put a garden there?

Takuya : First, the school ground is very small and they can't make a garden there. Second, people in the building with a roof garden don't feel so hot in summer. I hear there are many buildings with such gardens.

Mr. Tanaka : I see. It was very hot this summer. People are more and more worried that the earth is getting warmer and warmer. Around *the North Pole (4)the ice is becoming smaller and smaller. It has become difficult to get food on the ice, so people there will have to change their lives. And people in some small island countries in *the Pacific Ocean are afraid that their homes will be under the sea. We have to do something to keep our beautiful earth for tomorrow.

campaign 運動, キャンペーン spray (ed) ～ ～をまく air conditioner エアコン
waste 無駄にする hat 帽子 roof garden 屋上庭園 the North Pole 北極
the Pacific Ocean 太平洋

問1 下線部(1)について、ポールはどのように反論しているか。日本語で書きなさい。

問2 下線部(2)について、田中先生はどんなことが大切だと言っているか。理由を含めて日本語で書きなさい。

問3 下線部(3)について、拓也があげている理由を二つ日本語で書きなさい。

問4 下線部(4)について、その結果として北極付近に住んでいる人々には今後どのようなことが起きるだろうと田中先生は言っているか。その理由も含めて日本語で書きなさい。

◆ 解答用紙 ◆

問1	
問2	
問3	・ ・
問4	田中先生は、 「 」 と言っている。

◆ 問題 ◆ 21 - 3 - 42

次の英文は、中学生の知子 (Tomoko) と ALT のグリーン先生 (Ms.Green) とのドラッグストアでの会話である。これを読んで、問1～問5に答えなさい。

(佐賀県 後期 2009 年度)

Tomoko : Hello, Ms. Green.
 Ms. Green : Hello, Tomoko. Oh, you have *diapers! Why do you need them?
 Tomoko : Last month my sister had a baby.
 Ms. Green : Oh, that's nice. Is the baby a boy or a girl?
 Tomoko : It is a boy, and his name is Tadashi.
 Ms. Green : What does the name "Tadashi" mean?
 Tomoko : (1)Tadashi means "right" in English. His parents hope that he will do the right thing.
 Ms. Green : That's a nice name. Are your parents happy, too?
 Tomoko : Of course, they are very happy to have their first *grandchild.
 Ms. Green : I see. How does he look? Is he cute?
 Tomoko : Yes, he is very cute and small. Tadashi always sleeps when he finishes drinking milk. (2)But sometimes he cries when he wants us to change his diapers. I think he can *communicate with us by crying.
 Ms. Green : (3)What do you do when he cries? Have you changed his diapers?
 Tomoko : No, my sister says I can't do it because I'm too young. So when he cries, I can only smile at him and speak to him.
 Ms. Green : Then, does he do anything when you speak to him?
 Tomoko : Yes, he always gives a beautiful smile back to me, and tries to say something. (4)I'll be happy if I can understand what he wants to say.
 Ms. Green : I think you already communicate with him without using any words. Smiles are sometimes more important than words when we communicate with others.
 Tomoko : Is that so? Then I will smile more often at him and become good friends with him. I want Tadashi to have a good life.

diaper(s) おむつ grandchild 孫 communicate with～ ～と気持ちを伝えあう

問1 下線部(1)について、赤ちゃんの両親はどのような願いを込めて彼を名付けたか。日本語で書きなさい。

問2 下線部(2)について、どのようなときにその赤ちゃんは泣くか。日本語で書きなさい。

問3 下線部(3)について、知子は具体的に何をすると知っているか。日本語で書きなさい。

問4 下線部(4)について、知子は何ができれば嬉しいと言っているか。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 先月、知子の姉に女の子の赤ちゃんが生まれた。

イ 知子の両親は孫がたくさんいるので喜んでいる。

ウ 赤ちゃんは言葉を理解できず気持ちを伝えあうことができないので、知子は残念に思っている。

エ 他人と気持ちを伝えあう時は、言葉よりも笑顔の方がより重要な場合があるとグリーン先生は言っている。

オ 知子は、早く赤ちゃんと気持ちを伝えあうことができるように、どんどん話しかけようと思っている。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 解答用紙 ◆

問1	
問2	.
	.
問3	
問4	
問5	

◆ 問題 ◆ 21 - 3 - 44

次の英文は、2008年の夏休み明けに、直美 (Naomi)、美咲 (Misaki)、大輔 (Daisuke) が、森先生 (Mr. Mori) の授業で発言をしている場面である。これを読んで、問1～問5に答えなさい。

(佐賀県 後期 2009年度)

Mr. Mori : We have a *discussion today. We will talk about “a big problem in our lives.” I told you to think about it last Friday. Maybe you talked about it with your friends or family. Naomi, please start the discussion. What is a big problem in your life?

Naomi : Yes, Mr. Mori. I talked about it with my family and found one big problem. It is the expensive *gasoline. Everyone, please look at (1)this *graph. You can see the gasoline began to become more expensive in (①) and it stopped in 2000. It became more expensive again in (②). And now, we must *pay a lot of money for it. The expensive gasoline has changed the life of my family. For example, my parents don't use their cars a lot. This means they don't take us around on Sundays. I am not happy about it.

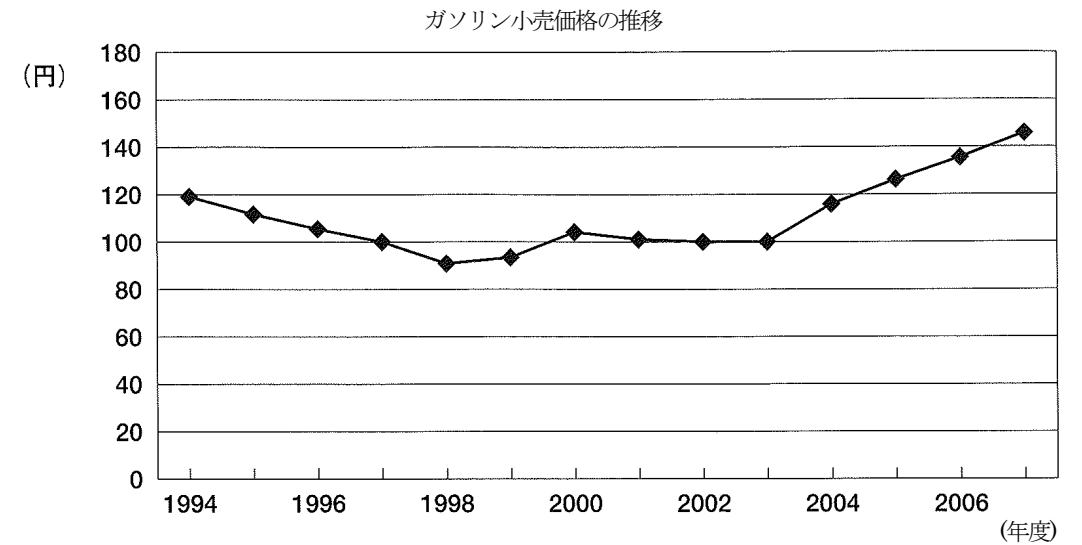
Misaki : My family is like that, too. (2)I'm not happy about it, either. But I have found (3)some good points about the expensive gasoline since my family stopped using the car a lot. First, my parents are *healthier than before because they walk to the supermarket near our house more often. Second, we talk more than before because we spend more time together at home. We talk about our friends, club activities, and so on.

Daisuke : My brother wants to buy a small car to *save the gasoline, but he doesn't have much money to buy a new one. So he has started driving slowly and saved some gasoline. If many people do the same thing, they will save more gasoline and have fewer car *accidents.

Mr. Mori : I am glad that you had a very good discussion about the expensive gasoline. You found some good points about the problem. Let's have a discussion about another problem next week.

discussion 討論, 議論 gasoline ガソリン graph グラフ pay～ ～を支払う
 healthy(healthier) 健康な save(d)～ ～を節約する accident(s) 事故

問1 下線部(1)のグラフは次のようなものである。文中の (①), (②) に入るものの組合せとして最も適当なものを、下のア～エの中から一つ選び、記号を書きなさい。



(財団法人日本エネルギー経済研究所石油情報センターの調査 (平成20年) から作成)

- | | | | | | |
|---|--------|--------|---|--------|--------|
| ア | ① 1995 | ② 1998 | イ | ① 1999 | ② 2004 |
| ウ | ① 1998 | ② 2007 | エ | ① 2003 | ② 2007 |

- 問2 下線部(2)について、美咲はなぜうれしくないと言っているか。日本語でわかりやすく書きなさい。
- 問3 下線部(3)の具体例として美咲が言っていることを二つ、理由を含めて日本語で書きなさい。
- 問4 大輔の兄のような取組が広がると、どのような効果があると大輔は主張しているか。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 The three students say the expensive gasoline has not changed their lives.
 - イ Naomi doesn't like to go around with her family by car.
 - ウ Daisuke's brother will buy a new car soon.
 - エ Mr. Mori is happy because his students talked about something important.
 - オ The three students have found how to live without the gasoline.

◆ 解答用紙 ◆

問1	
問2	
問3	・
	・
問4	
問5	

◆ 問題 ◆ 21 - 3 - 45

次のクミ (Kumi) とアメリカからの交換留学生 (an exchange student) のトム (Tom) との会話を読んで、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 2009 年度)

Tom: Excuse me. Can I sit here?
 Kumi:
 Tom: Thank you. I am Tom.
 Kumi: I am Kumi. Are you going to Nagasaki?
 Tom: Yes, I am an exchange student and I will go to high school there. The name of the school is Minato High School.
 Kumi: Really? I am very happy to hear that. I go to the same school. I live near Nagasaki Station. Do you know where you are going to live?
 Tom: No, but I am going to meet my host family at the station and they will take me to their house.
 Kumi: Nagasaki is an interesting city and many foreign people visit it. We have many exciting festivals and nice places to visit. Do you know any famous places in Nagasaki?
 Tom: Yes, I know Peace Park.
 Kumi: I visit it every August with my family. We must remember that peace is very important.
 Tom: It is important to pray for peace. I want to do that in the park.
 Kumi: That's good. Oh, we will get to Nagasaki Station soon. I enjoyed talking with you.
 Tom: Oh, Kumi, can you take me to some famous places next Sunday?
 Kumi: Sure. Will you go to school tomorrow?
 Tom: Yes. So, we can talk about it then.
 Kumi: OK. See you.
 Tom: See you tomorrow.

注 Minato High School ミナト高校 host family ホームステイ先の家族
 foreign 外国の Peace Park 平和公園 pray for ～ ～を祈る

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 May I go now?
- イ I agree.
- ウ Me, too.
- エ No, you can't.
- オ Of course, you can.
- カ No, I don't.

問2 次の文は会話中の下線部について、なぜクミがそのような気持ちになったのかを説明したものである。() に適当な日本語を書け。

トムは交換留学生で、() ということがわかったから。

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 Where are Tom and Kumi talking?
 ア They are talking at school.
 イ They are talking at the station.
 ウ They are talking on the train.
- 2 What does Kumi say about Nagasaki?
 ア There are a lot of nice places to visit in Nagasaki.
 イ They have an exciting festival in Nagasaki every August.
 ウ People in Nagasaki like to talk with foreign people.

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 Tom and Kumi have been good friends for a long time.
- イ Tom doesn't know where his host family's house is.
- ウ Tom visits Peace Park every summer with his family.
- エ Tom will take Kumi to famous places in Nagasaki.

問5 次は翌日のクミとトムの会話の一部である。前日のクミとトムの会話の内容をもとに () に入る英文1文を書け。

Kumi: Hi, Tom. Let's talk about our plan for next Sunday.
 ()
 Tom: How about Peace Park? We talked about it yesterday.
 Kumi: That's a good idea.

◆ 解答用紙 ◆

問1	A		B		C	
問2	トムは交換留学生で、 () ということがわかったから。					
問3	1		2			
問4						
問5						

◆ 問題 ◆ 21 - 3 - 46

日本で冬休みを過ごしカナダに帰ったケイト (Kate) と、日本にいるユリ (Yuri) が電話で会話をしています。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)

注	Ottawa	オタワ (カナダの首都)	prepare for	～の準備をする	record	(～を) 録画する
	party	パーティー	soup	スープ	vegetable(s)	野菜
	card	カード	zoni	雑煮	karuta	カルタ
					rice cake(s)	もち

Kate: Hello?
 Yuri: Hello. This is Yuri, from Japan. May I speak to Kate?
 Kate: Oh, Yuri? This is Kate. How are you?
 Yuri: I'm fine, thank you.
 Kate: I was a little sick after coming back to Canada, but now I'm good.
 Yuri: Maybe you had a cold. It was very cold in Japan last week.
 Kate: I don't think I had a cold, but I could not sleep well at night for two or three days. Do you know that the time difference between Tokyo and Ottawa is fourteen hours?
 Yuri: Really? I didn't know (a)that. Oh, wait. It's eight thirty in the evening, on February 21. Then, in Canada, it's ...
 Kate: Six thirty in the morning, on February 21.
 Yuri: Oh, I'm sorry I called you so (b) in the morning!
 Kate: No, no, don't worry about it. I have to go to the library to prepare for my speech, so I got up at six this morning. (c)My teacher told (a lot of things / leaned / speak about / I / me / to) in Japan. I'm going to speak about Japanese culture and school life in class next week. I took a lot of pictures in Japan, so I'm going to show them, too. Do you have any other good ideas about my speech?
 Yuri: Well, we recorded our New Year party on video. Do you remember that party?
 Kate: I enjoyed it very much.
 Yuri: Shall I send you that video? You can hear some Japanese songs and the Japanese language we are speaking. You can also see some Japanese food. I think it will help you. You can show it to the class.
 Kate: That sounds great. Watching the video will be more interesting than seeing the pictures. Thank you very much, Yuri.
 Yuri: Are there any other things I can do for you?
 Kate: Yes. Please tell me some Japanese words. What do you call the soup your mother cooked for the party? There were a lot of vegetables and rice cakes in it. I liked it very much.
 Yuri: Oh, it's zoni. We usually eat it on New Year's Day.
 Kate: I see. And we played a card game. It was very exciting. I didn't know Japanese very well, but I enjoyed that game because those cards had pictures. What do you call that card game?
 Yuri: Well, we call it karuta.
 Kate: Yes, it's karuta! Japanese is very difficult. The biggest problem for me is to learn those Japanese words. So I'm going to the library to study Japanese, but I can't find my own Japanese dictionary.
 Yuri: Oh, now I remember! I found your dictionary under my bed when I was cleaning my room. So I called you!

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 You're welcome.
- イ What do you do?
- ウ How about you?
- エ No, thank you.
- オ No, I don't.
- カ Yes, of course.

問2 下線部 (a) の指す内容を、日本語で書け。

問3 会話の流れに合うように、(b) に入る最も適当な英語を1語書け。

問4 下線部 (c) の意味が通るように、() 内の語句を並べかえよ。

問5 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 Kate had a cold when she came back to Canada from Japan.
- イ Kate thinks that showing the pictures to the class is better than showing the video.
- ウ Kate wants to ask Yuri's mother how to cook zoni because it was good.
- エ Kate enjoyed playing karuta because the pictures helped her.

問6 次の英文は、会話の内容をまとめたものである。文中の (①) ～ (④) に入る最も適当な英語を1語ずつ書け。

They are talking about Kate's (①). Kate has to speak about her life in Japan in it. That morning she has a plan to go to the (②) because some (③) words are very difficult for her. Yuri called Kate because she wanted to tell Kate about her (④). It is still in Yuri's house, but Kate didn't know that.

◆ 解答用紙 ◆

問1	A		B		C	
問2						
問3						
問4	My teacher told () in Japan.					
問5						
問6	①		②			
	③		④			

◆ 問題 ◆ 21 - 3 - 47

次は、高校生の由紀と由紀の家にホームステイをしている留学生のケイトとの会話である。問1～問5の問いに答えなさい。

(熊本県 2009年度)

Yuki: Kate, this is my classroom.
 Kate: Wow, there are a lot of beautiful flowers in this classroom. Does your teacher love flowers?
 Yuki: ① We also love them like her.
 Kate: Who usually takes care of them?
 Yuki: We do. And we ア 【 see to happy these feel 】 flowers.
 Kate: I agree. I love flowers, too.
 Yuki: When I give water to them, I sometimes think about learning English.
 Kate:
 Yuki: You know that we have to take care of flowers every day. If we don't do so, they will wither. Taking care of flowers is similar to learning a language. Do you understand what I say?
 Kate: Well... No, I don't. ②
 Yuki: If you want to speak Japanese well, what do you have to do?
 Kate: I think I have to study hard.
 Yuki: Yes. Besides, doing イ 【 day every is it 】 important.
 Kate: I see. So do you study English every day?
 Yuki: Yes. I am a member of the English club and I practice speaking English after school every day.
 Kate: So you speak English well. I want to do something to learn Japanese because I am in Japan.
 Yuki: Do you have anything concrete in mind?
 Kate: Well...
 Yuki: That's great.
 Kate: And I have to continue doing it.
 Yuki: Yes, that's right.

注 flower 花 wither 枯れる be similar to ~ ~と似ている besides=さらに
 have ~ in mind ~を考えている concrete 具体的な continue 続ける

問1 ①, ② に入れるのに最も適当なものを、次のア～カからそれぞれ一つ選び、記号で答えなさい。

- ア Here you are. イ I'll show you. ウ Yes, she does. エ No, she doesn't.
 オ Please tell me. カ It sounds good.

問2 ア, イの【 】内の語を、それぞれ正しい順序に並べかえて書きなさい。

問3 に入れるのに最も適当なものを、次のア～エから一つ選び、記号で答えなさい。

- ア When do you think so, Yuki? イ How about you, Yuki?
 ウ Why don't you do it, Yuki? エ What do you mean, Yuki?

問4 下線部 do so の内容を、具体的に日本語で書きなさい。

問5 に、会話が成り立つような英文を、6語以上で書きなさい。ただし、ピリオド (.), コンマ (,) などの符号は語数に含めないものとする。

◆ 解答用紙 ◆

問1	①	<input type="text"/>	②	<input type="text"/>
問2	ア	<input type="text"/>		
	イ			
問3	<input type="text"/>			
問4	<input type="text"/>			
問5	<input type="text"/>			

◆ 問題 ◆ 21 - 3 - 48

次の英文は、中学生の由美とオーストラリアから来ている留学生のジョディとの会話の一部である。また、後のメモは、由美が会話の後で、書いたものである。会話文をよく読んで、問1～問5の問いに答えなさい。

(熊本県 2009年度)

Jolly: Look at Picture 1. This is a coin from Australia.
On the coin we can see ① kinds of animals.
Do you know them?

Yumi: I know one is a kangaroo, but I don't know the other one. What's this?

Jolly: This is a bird ② an emu. It is the national bird of Australia. In Australia there are many kinds of rare animals. This is one of them.

Yumi: Please tell me more about emus.

Jolly: OK. Look at Picture 2. This is an emu.
Emus are native to Australia and they are very popular ③ people in Australia.
They are one of the biggest birds in the world. They are ④ than you.

Yumi: Wow! _____

Jolly: No, they can't, but they can run very fast.

Yumi: Are there more interesting things about emus?

Jolly: Yes, there are. In the emu world a father emu makes the nest. The eggs are dark green. A mother emu doesn't do anything for her eggs or her baby birds. A father emu sits on the eggs for about eight weeks and he hardly eats and drinks during that time. When the baby birds are born, he 【 looking starts food with for 】 them. He also protects them from other birds or animals.

Yumi: It's interesting.

Picture 1



Picture 2



メモ

エミューの特徴

- オーストラリアの国鳥。
- 体高は1.6m～2.0m程度。
- 体重は40kg～60kg程度。
- 飛べないが、速く走れる。
- 雄は生後まもない雛鳥をつれてエサを探す。

問1 ①～④に入れるのに最も適当なものを、次のア～クからそれぞれ一つ選び、記号で答えなさい。

- | | | | |
|--------|----------|-----------|-----------|
| ア tall | イ taller | ウ among | エ between |
| オ two | カ fifty | キ calling | ク called |

問2 _____に、会話が成り立つような英文を、メモを参考にして、3語以上の英語で書きなさい。ただし、ピリオド (.), コンマ (,) などの符号は語数に含めないものとする。

問3 【 _____ 】内の語を、メモを参考にして、正しい順序に並べかえて書きなさい。

問4 本文の内容に合っているものを、次のア～カから二つ選び、記号で答えなさい。

- ア エミューは、オーストラリアの人々にあまり知られていない。
- イ エミューは、世界で最も大きな鳥の一つである。
- ウ 雌のエミューは巣をつくるが、子育てはしない。
- エ エミューの卵は白色で、約8週間で雛がかえる。
- オ 雄のエミューは卵を抱いている間、ほとんど食べたり飲んだりしない。
- カ エミューは、雄と雌で雛鳥を他の鳥や動物から守る。

問5 由美は、エミューについて、ジョディにさらに質問をしました。あなたが由美だったら、どんな質問をしますか。What, When, Where, Who, Why, How のいずれかで始まる英文を1文で書きなさい。

注 coin 硬貨 kangaroo カンガルー the other ～ もう一方の～
emu エミュー (鳥の一種) national 国の rare 珍しい native to ～ ～特有の
fast 速く nest 巣 dark 濃い baby bird 雛鳥
sit on ～ (鳥が) ～を抱く hardly ～ ほとんど～ない protect 守る

◆ 解答用紙 ◆

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

◆ 問題 ◆ 21 - 3 - 49

次の英文は、ブラウン先生が担当する授業で、高校生の健太と美和が、与えられたテーマについて、賛成と反対のグループにわかれて討論を行い、そこで学んだこと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 2009年度)

注	debate 討論, 討論する	uniform 制服	before ~ ~する前に
	topic (討論の) テーマ	besides さらに	prepare 準備する
	the other ~ もう一方の~	nervous 緊張して	answer 答える
	be ready for ~ ~に対する準備ができています	point 点	clothes 服
	experience 経験	point of view 視点	wear 着る
		graduate from ~ ~を卒業する	

- 問1 下線部①について、健太がこのような状態になったのはなぜか。日本語で説明しなさい。
- 問2 本文の内容について、次の問いに英語で答えなさい。
- Why could the members of Kenta's team answer the questions the other team asked in the debate?
- 問3 に入れるべき次のア～エの英文を、意味がとおる文章にするのに最も適当な配列になるように並べかえて、記号で答えなさい。
- 注 according to ~ ~に応じて feelings 気分 on the other hand これに対して
- ア If we have school uniforms, we can't decide which clothes we wear according to the weather or our feelings.
- イ On the other hand, we found that there were some bad points about school uniforms.
- ウ Also, we don't have to worry about the clothes we will wear every morning. These are some of the good points we found.
- エ We can't enjoy wearing different clothes every day, either.
- 問4 に当てはまる英語を、3語以上で書きなさい。
- 問5 下線部②のテーマについて、健太と美和は、それぞれ次のようなメモをつかった。あなたならどちらの立場を選び、どう説明するか。健太、美和のいずれかを○で囲み、Cにあなたの意見を日本語で書き、A～Cの三つの内容を2文以内の英文で書きなさい。

<p style="text-align: center;">健太のメモ</p> <div style="border: 1px solid black; padding: 5px;"> <p>「賛成」</p> <p>A 若い時は英語が身につつきやすい。</p> <p>B 外国文化への興味がより高まる。</p> <p>C 『 _____ 』</p> </div>	<p style="text-align: center;">美和のメモ</p> <div style="border: 1px solid black; padding: 5px;"> <p>「反対」</p> <p>A 日本にいても英語の勉強はできる。</p> <p>B 日本にも外国人がたくさんいる。</p> <p>C 『 _____ 』</p> </div>
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Mr. Brown: Last week we debated about school uniforms in English. How was the debate, Kenta?

Kenta: It was difficult to debate in English, but debating about school uniforms was interesting. Before we had the debate, we had a lot of time to talk about the topic. Besides, we read some books and used the Internet to learn about it. Then we had to prepare to debate in English. In the debate, we had to listen to the other team very carefully. If we can't understand what the members of the other team say, we can't have a good debate. So ① I was very nervous. But we could answer the questions the other team asked us because we were ready for a lot of questions. We did well in the debate. From the debate class, I learned that telling our ideas was important. And I also learned that it was more important to listen to the members of the other team.

Mr. Brown: Thank you, Kenta. You learned a very important thing from the debate class. We need to learn a lot of things to tell our ideas to other people. Also, listening to the ideas of other people is important. Now, how about you, Miwa?

Miwa: I also had a lot of time to prepare for the debate. First, our team talked about good points and bad points of school uniforms. By talking with the members of our team, we could find some good points of them. For example, if we have school uniforms, we don't need much money for clothes we usually wear at school.

Then we talked more about other good points and bad points of school uniforms. After that, we had to be ready for the questions from the other team. I was surprised to know that there were many different points about school uniforms. I didn't think about school uniforms very much before the debate, but I could think about them with my friends. Through this experience, I learned what my friends were thinking. The debate in English was difficult but it was fun. I learned an important thing from debating. Like school uniforms, things have good points and bad points. I hope I can by thinking about the good points and bad points.

Mr. Brown: Thank you, Miwa. From the debate class, you also learned a lot of important things. When we see something or hear about something, we have to think about it from different points of view. Then we can understand things better. OK. We will have another debate class next month. The next topic is ② "We should visit other countries to study English before we graduate from high school." I hope you will enjoy the class again.

