

2009（平成21）年度 実施

長文読解II 説明文・物語文・スピーチ文・その他 － 内容把握

◆ 問題 ◆ 21 - 4 - 1

次の英文は、和子が将来の夢について書いたものです。これを読んで、問いに答えなさい。

(北海道 2009年度)

I went to my favorite sweet shop with my mother last Saturday. We met a young woman who just started to work there.

“I’m always happy many people like our sweets,” she said. “I’m working hard to become a patissier and open my own shop in the future. That’s my dream.”

I also like making cake for my family, so her story about her job and dream was interesting. ア

That evening, when we were enjoying the cake we bought from the shop, my mother said, “You looked so interested when you were talking with the young woman. How about becoming a patissier?”

I said, “I’m interested in making sweets, but .

Then, my father gave me some advice. “Kazuko, when you think about your job, remember these three things. I hope they’ll help you. First, you must become independent of us. That means you must live by yourself. Second, you’ll be happy if you fulfill your dream by getting your job. Third, this is the most important, I think your job should make other people happy.” I said, “Thank you, Father. I’ll try.”

I thought about my father’s advice many times. イ I thought, “Should I become a patissier? I like making sweets. ウ If my sweets make people happy, I’ll also feel happy.”

The next morning, I went to the town library to look for some books about making sweets and becoming a patissier. One (I / of / found / showed / the books) that Hokkaido is famous for good sweets. There are many good shops and famous patissiers in Hokkaido, and Hokkaido produces the best ingredients for sweets. エ

I’m now thinking of becoming a patissier in the future. If I become a patissier, I’d like to make a new kind of cake that expresses Hokkaido’s wonderful nature. オ

注 sweet(s) (ケーキなどの) 菓子 patissier(s) ケーキ職人, パティシエ  
 in the future 将来 advice アドバイス become independent of ～からひとり立ちする  
 by yourself 自分ので fulfill かなえる produce 生産する ingredient(s) 材料  
 express 表現する nature 自然

問1 本文の  に、「何になるかは、まだ決めていない」という意味を表す英語を書きなさい。

問2 下線部が正しい英文となるように、( ) 内の語を並べかえて書きなさい。

問3 本文の内容と合わないものを、ア～オから2つ選びなさい。

ア Kazuko likes the sweet shop that she and her mother visited last Saturday.

イ Kazuko and her mother ate the cake they made for her father on Saturday evening.

ウ Kazuko likes making sweets and was interested in the young woman’s job and dream.

エ Kazuko went to the town library to see a patissier who wrote some books about making sweets.

オ Kazuko is interested in showing Hokkaido’s wonderful nature by making a new kind of cake.

問4 和子は、次の英文を本文に書き加えることにしました。本文の内容から考えて、どの場所に入れるのが最も適当ですか、文中のア～オから選びなさい。

For example, more than eighty percent of Japanese butter is produced in Hokkaido, and butter from Hokkaido is used by many famous sweet shops all over Japan.

注 more than ～より多い percent パーセント butter バター

問5 父親が和子に話した3つのアドバイスのうちから1つを選び、その内容を日本語で書きなさい。

◆ 解答用紙 ◆

問1		
問2	One that Hokkaido is famous for good sweets.	
問3		
問4		
問5		

◆ 解答 ◆

問1	(正答例) I haven't decided what to become など	
問2	of the books I found showed	
問3	イ	エ
問4	エ	
問5	(正答例) ・親からひとり立ちしなければならないということ。(自分の力で生活していかななくてはならないこと。も可) ・仕事につくことで、自分の夢をかなえられたら幸せだろうということ。	

◆ 解説 ◆

- 問1 「まだ決めていない」は現在完了形<have[has]+過去分詞>を使って表す。
- 問2 One of the books I found がこの文の主語。I found はbooks を修飾している。
- 問3 イ 「和子と母親は、土曜日の夜に父親のために作ったケーキを食べました」 洋菓子店で買って来たケーキを食べた。  
 エ 「菓子の作り方について何冊かの本を書いたパティシエに会うために、和子は町の図書館へ行きました」 菓子の作り方とパティシエになることについて書かれた本を探しに行った。
- 問5 第6段落第4、5文の内容、第6段落第6文の内容、または第6段落第7文の内容のいずれかを答えればよい。

◆ 問題 ◆ 21 - 4 - 2

次の英文は、日本に滞在しているホワイト先生 (Ms. White) が、授業で話している場面の一部です。これを読んで、あとの問1～問3に答えなさい。\*印の語などには、本文のあとに (注) があります。

(青森県 2009 年度)

Last week I visited my friend in \*Osaka and stayed there for three days. On the second day we were walking by a \*river. When I saw a few men on a \*boat in the river, I asked my friend what they were doing. She said. "They are taking care of \*freshwater mussels in the river." "Why?" I asked her. She said, "People here have used the river for a long time. The river \*became dirty. So, some years ago a group of people started a \*project to clean it. I am a member of the project. First we bought small freshwater mussels. Then, we put them in the river. One freshwater mussel can clean 200 \*liters of water in a day. The freshwater mussels can also make \*pearls. After four years, we got the pearls from our freshwater mussels. Now more people are interested in cleaning rivers around them through this project."

The project was interesting to me. I want everyone to understand that our \*lives \*affect our rivers. We need \*clean rivers for our lives.

(注) Osaka 大阪                      river (s) 川                                      boat 船  
 freshwater mussel (s) イケチョウ貝 (淡水にすむ貝)                      became dirty 汚れた  
 project 事業                              liters リットル                                      pearls 真珠  
 lives 生活                                      affect ～に影響を与える                                      clean きれいな

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

- 1 ホワイト先生の友人は、この事業にかかわっている。
- 2 ホワイト先生と彼女の友人は、川の状況を調査した。
- 3 貝の養殖には、1個につき200リットルの水が必要である。
- 4 この事業を通して、川をきれいにするに関心をもつ人が多くなっている。
- 5 川の水をすべてきれいにするのに、4年かかった。

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

- 1 Did Ms. White know what the men on the boat were doing when she saw them?
- 2 Why was this project started?
- 3 What did Ms. White think about the project?

問3 次の文章は、ホワイト先生の話聞いたあとで、生徒が感想を書いたものです。下線部1, 2をそれぞれ一つの英文にしなさい。

There is a river near my house and my city gets water from it. 1 しかし私は水について知らないことがたくさんあります。 For example, how do we get clean water? 2 私は本を読んでそのことについて勉強するつもりです。

◆ 解答用紙 ◆

問1		
問2	1	
	2	
	3	
問3	1	
	2	

◆ 解答 ◆

問1	1	4	又は	4	1
問2	1	(例) No, she didn't.			
	2	(例) Because a group of people wanted to clean the river.			
	3	(例) It was interesting.			
問3	1	(例) But there are many things I don't know about water.			
	2	(例) I will read books and study about it.			

◆ 解説 ◆

- 問1 1 第1段落第9文参照。 4 第1段落最終文参照。
- 問2 1 質問は「ホワイト先生は船の上の人たちを見たとき、彼らが何をしているのか知っていましたか」。第1段落第3文参照。
- 2 質問は「どうしてこの事業が始まったのですか」。第1段落第8文参照。
- 3 質問は「ホワイト先生は事業についてどう思っていますか」。第2段落第1文参照。
- 問3 1 There is[are] ～. の構文を使って、「水について私の知らないことがたくさんあります」という英文を書けばよい。
- 2 「～するつもりです」は, will または be going to を使って表現する。

◆ 問題 ◆ 21 - 4 - 3

次の英文を読んで、あとの問1～問4に答えなさい。\*印の語などには、本文のあとに（注）があります。  
（青森県 2009年度）

\*Jenny was eight years old and loved her grandmother. Jenny's house was \*far from her grandmother's and they couldn't see each other often.

One day Jenny said, "\*Dad, I want to have a birthday party for my \*grandma. What do you think?"  
"That sounds great. There is a good restaurant near the station. It is called \* 'Lobster King.' I know the \*owner well. Let's have a party there. I will \*make a reservation for you." "Thank you, Dad."

Her father ran to the phone, called the restaurant and talked about the party to the \*waiter. "I'm very sorry, Mr. Brown, but the owner isn't here now. I understand your \*daughter's idea, but we will \*be closed next Sunday." Mr. Brown was sad to hear that and said, "I see. Thank you. Please \*say hello to the owner."

He called some other restaurants but couldn't make a reservation. Jenny started to cry. "Dad, what should we do?" "Jenny, don't worry. I'll find a restaurant."

Jenny's father was looking for restaurants in the \*phone book. Then, the phone \*rang. It was from Mr. Green, the owner of 'Lobster King.' "Hello, Mr. Brown. I have heard from the waiter that your daughter wants to have her grandmother's birthday party here next Sunday." "Yes...but your restaurant will be closed..." "How many people will come to your party?" "Four" "I see. We will have my father's birthday party here on that day. How about having two birthday \*parties together? It will be a lot of fun if we have more people." "Really? Did you ask your father?" "Yes. He says two happy things will make people happier. So, please come to my restaurant. It will be a \*buffet-style party." "Thank you very much, Mr. Green."

"Jenny, good news! We can have a party at 'Lobster King.' It will be a big one." "Really? How did you do it?" He told Jenny about the \*conversation on the phone.

The two birthday parties started and twenty people were there. Jenny gave a present to her grandmother. Mr. Brown said to his daughter, "Jenny, the owner's father is a nice man. Please remember that his kind words helped us to have a party today." Then, she walked to the owner's father.

"Thank you very much for your \*kindness. I'll never forget you... Happy birthday!" She gave him a present. Everyone there was smiling and happy.

(注) Jenny ジェニー far 遠い Dad お父さん  
grandma おばあちゃん 'Lobster King' ロブスター・キング (店名)  
owner 店主 make a reservation 予約する waiter ウエイター  
daughter 娘 be closed 休業する say hello to ~によろしく言う  
phone book 電話帳 rang ~が鳴った parties partyの複数形  
buffet-style バイキング方式の conversation 会話 kindness 親切

問1 次の英文が本文の内容と合うように、(ア)～(ウ)に入る最も適切な語を、下の語群の中からそれぞれ一つ選び、その番号を書きなさい。

Jenny and her grandmother lived in (ア) places. She loved her grandmother and (イ) her father about having a birthday party for her. He (ウ).

語群	1	asked	2	away	3	believed	4	agreed
	6	said						

問2 本文の内容と合うように、次のア～エの英文に続けるのに最も適切なものを、それぞれ1～4の中から一つ選び、その番号を書きなさい。

ア Jenny's father ran to the phone

- 1 because he wanted to tell the waiter about the owner.
- 2 because he wanted to go to work soon.
- 3 because he wanted to know what to do next.
- 4 because he wanted to help his daughter.

イ Jenny's father was sad

- 1 because he couldn't make a reservation at Mr. Green's restaurant.
- 2 because the waiter didn't answer his question.
- 3 because he couldn't say anything about the party to the waiter.
- 4 because the waiter said nothing about other restaurants.

ウ Jenny began to cry

- 1 because she thought her father didn't want to have a party.
- 2 because she knew her father forgot to make a reservation.
- 3 because she knew it was difficult to have a party at a restaurant.
- 4 because she thought her father didn't know how to make a reservation.

エ Mr. Green called Mr. Brown

- 1 to say "Thank you for calling my restaurant."
- 2 to do something good for Mr. Brown's daughter.
- 3 to tell Mr. Brown that he came back to the restaurant.
- 4 to help Mr. Brown to make a reservation at a better restaurant.

問3 下線部oneが指すものを日本語で書きなさい。

問4 下線部his kind wordsが指す部分を本文から抜き出して書きなさい。

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	ア	5	イ	1	ウ	4
問2	ア	4	イ	1	ウ	3
	エ	2				
問3	(例) パーティー 誕生パーティー					
問4	two happy things will make people happier					

◆ 解説 ◆

- 問1 ア 第1段落第2文参照。お互いの家が遠いということは、別々の場所に住んでいるということ。  
 イ 第2段落第1, 2文参照。
- 問2 ア 4 電話をするのはレストランを予約するためであり、レストランを予約するのは娘の願いをかなえるためである。  
 イ 1 第2段落5～7文と第5段落第3文より、ジェニーのお父さんが最初に予約しようとしたレストランがグリーンさんのレストランであることがわかり、第3段落第3, 4文より、予約が取れずに悲しんでいることがわかる。  
 エ 2 ブラウンさんの娘にとってよいこととは、レストランでおばあちゃんの誕生日パーティーを開くことである。

◆ 問題 ◆ 21 - 4 - 4

次の英文は、額縁 (frame) にまつわる、ある母親とその息子たち (sons) の物語です。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)

In the kitchen, an eight-year-old boy, Mark, was waiting for his mother. He really wanted to tell her ① what his younger brother did. After a while, his mother returned from the store, and she was carrying a lot of food through the kitchen door. When Mark saw her, he ran to her.

Mark said to her, "Father was not here and I was playing outside. During that time a terrible thing happened in the living room! Look at these crayons\*. Tom wrote on the wall with the crayons." He continued, "If you look at it, you will be very angry\* because we have just moved into this new house, right?"

Then, she said with an angry face, "Where is your little brother now?" She put everything on the floor and walked to the closet\* in his room. She thought he went there to hide\*.

"Tom, are you listening?"

She called his name as she went into his room.

"Come out right now!" she shouted.

Tom was very afraid — he knew his mother was very angry. She opened the door quickly. She took his arm and dragged\* her crying son to the living room. Her voice got louder.

"You are always shouting, pushing, and behaving very badly. Why can't you behave like your brother?"

When they came into the living room, she looked at the wall. For a little while, she was just standing there without saying a word. "I'm sorry, Mom," Tom said. After that, large tears\* came to her eyes. She was so ② with the message she read. It said, "I love Mom!" It had a big heart\* around it. Then, she held him in her arms and said quietly, "I love you, too."

A few days later, she put a frame which has no pictures in it to surround\* the message and the big heart.

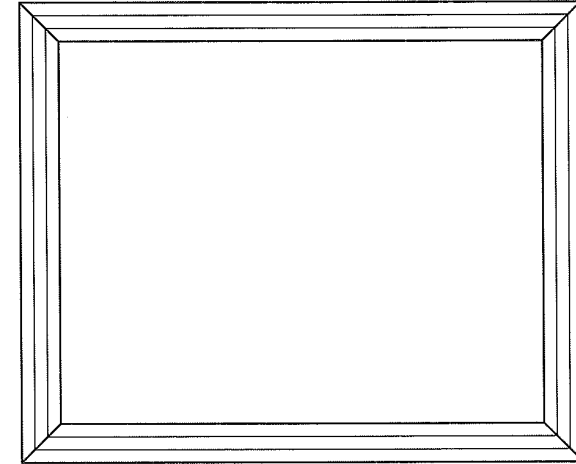
crayon(s) クレヨン	angry 怒った	closet 押入れ	hide 隠れる
drag ~を引きずっていく	tear(s) 涙	heart ハートマーク	
surround ~を取り囲む			

問1 文中の下線部① what his younger brother did が表しているものは何ですか。その内容を具体的に述べている英語を、本文中から1文抜き出して書きなさい。

問2 文中の ② 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 boring                      イ interesting                      ウ frightened                      エ impressed

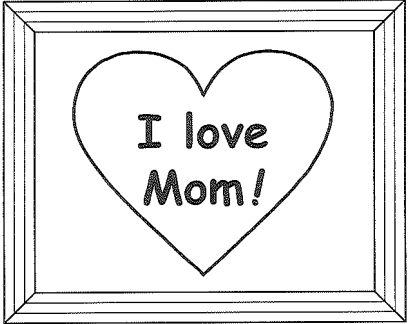
問3 次の絵は、母親が壁にかけた額縁の様子を描いたものです。本文の内容に合うように、この絵を完成させなさい。



◆ 解答用紙 ◆

問1	
問2	
問3	

◆ 解答 ◆

問1	Tom wrote on the wall with the crayons.	
問2	エ	
問3	(例)	

◆ 解説 ◆

問2 be impressed with ～＝「～に感動する」

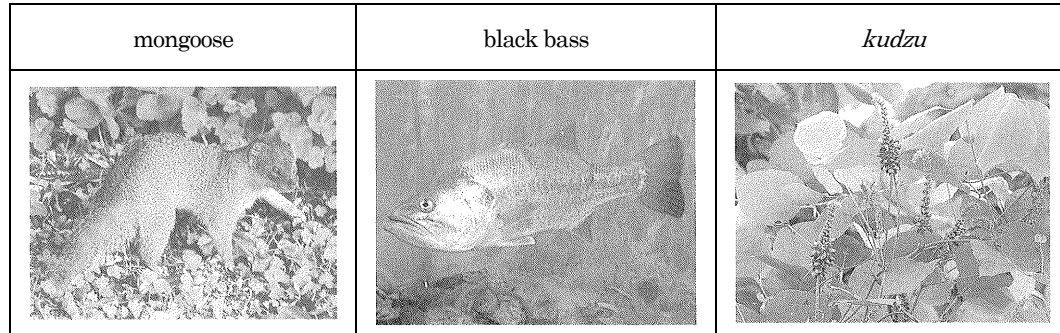
問3 最後から2段落目の最後から3, 2文目から, 壁には大きなハートマークに囲まれた“I love Mom!”というメッセージがあることがわかる。次に最終段落より, それを囲むように額縁をかけたことがわかるので, 額縁の中に“I love Mom!”の文字とそれを囲む大きなハートマークを描けばよい。



◆ 問題 ◆ 21 - 4 - 5

次の英文は、マングース (mongooses), ブラックバス (black basses), クズ (kudzu) の三つの生物が、国外から持ち込まれた生物 (foreign species) として、生態系 (ecosystem) に及ぼした影響について述べたものです。これを読んで、あとの問1～問5の問いに答えなさい。

(岩手県 2009年度)



Do you know there are many poisonous snakes\* in Okinawa? A lot of people were injured or killed by these snakes. To stop such accidents, the Japanese government brought mongooses to Okinawa from foreign countries in 1910. The government thought they liked to eat the snakes and the snake eggs, but ① the result was not good. They didn't eat many poisonous snakes. Some of the rare\* birds were eaten by them.

Black basses have also caused the same problem in Japan. They are big black fish with large mouths. A man brought these fish from the United States in 1925 as food or game fish\*. ② Many people are worrying about this problem.

In America, people also have had the same kind of problem. In 1876 kudzu was introduced to the United States when the Japanese government built a beautiful garden\* to celebrate\* the 100th birthday of the United States. It is a vine\* with large, green leaves and small flowers. Some Americans who like plants\* thought it was beautiful and began to introduce it everywhere\*. Some people found that animals liked to eat it, so they thought it was an important food for animals.

But people in America didn't know that ③. It grows very quickly in the south of the United States. Especially in a hot summer kudzu can grow over 30 centimeters\* in a day or 18 meters in a season. It now covers a large part of the south. It covers anything that is not moving, for example, homes, vending machines and trees. Kudzu covers forests, too. Trees need light to live, but they cannot get any light because they are covered with kudzu, so some forests die.

What can we do to stop such mistakes\*? We should know foreign species may be both good and bad for the different ecosystems. They are sometimes useful as our food or pets\* and so on,

poisonous snake(s) 毒へび	rare 珍しい	game fish 釣りの対象となる魚
garden 庭園	celebrate ～を祝う	vine 蔓
everywhere いたる所に	centimeter(s) センチメートル	plant(s) 植物
pet(s) ペット	long-term effect 長期にわたる影響	mistake(s) あやまち
poison(s) 毒	insect(s) 虫	damage 損害

問1 文中の下線部① the result was not good について、これは具体的にどのようなことですか。その内容を二つ、日本語で書きなさい。

問2 次のア～ウは、いずれも文中の ② に入る英語です。ア～ウを、意味が通るように最も適当な順に並べかえ、その記号を書きなさい。

- ア Now in some lakes there are fewer fish than before.
- イ Since then, we have seen a lot of black basses in many parts of Japan.
- ウ And in those places, they have eaten a lot of other fish.

問3 文中の ③ 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 kudzu likes hot weather
- イ kudzu is very useful
- ウ kudzu likes to eat animals
- エ kudzu is delicious

問4 文中の ④ にはどのような英語が入りますか。次の語句に2語加えて、英語を完成させなさい。

may / other plants

問5 次のア～エのうち、本文の内容と合っているものはどれですか。最も適当なものを一つ選び、その記号を書きなさい。

- ア Mongooses were introduced to foreign countries from Okinawa in 1910.
- イ The American government brought black basses to Japan 100 years ago.
- ウ Some forests covered with kudzu die because the trees can get no light.
- エ We have to stop worrying about the result caused by foreign species.

◆ 解答用紙 ◆

問1		
問2	→ →	
問3		
問4		
問5		

◆ 解答 ◆

問1	(例) マングースは、毒ヘビをあまり食べなかった。	
	(例) 珍しい鳥の中には、マングースに食べられたものもいた。	
問2	イ → ウ → ア	
問3	ア	
問4	(例) they may eat other plants	
問5	ウ	

◆ 解説 ◆

- 問1 直後の2文に書かれている。
- 問2 イ「それ以来、日本の多くの地域でたくさんのブラックバスを見かけます」  
 ウ「そしてそれらの場所では、それらは多くのほかの魚を食べてしまいました」  
 ア「今ではいくつかの湖で、以前より魚が少なくなっています」  
 イの then やウの those places, ②の直後の文の this problem などが何を指すかに着目して考えるとよい。
- 問3 直後の2文に着目して考える。
- 問4 「しかし、それらはほかの植物も食べるかもしれません」
- 問5 ウ「木々が光を受け取ることができないので、森の中にはクズに覆われて死滅するものもあります」 第4段落最終文参照。

◆ 問題 ◆ 21 - 4 - 6

次の英文は、加奈が英語のスピーチコンテストで発表したときのものです。この英文を読んで、あとの問1～問6の問いに答えなさい。

(宮城県 2009 年度)

Last month, my father ①[teach] me something interesting.  
 One evening, he said, "How about ②[spend] two quiet hours without the lights from eight to ten? We will not watch TV, either."  
 "③No, I can't," I said. "I want to watch TV from eight to ten."  
 "It's not good for you to watch TV too much," he said. "We need some time without the TV. And we will use candles for our lights."  
 At eight o'clock, my father turned off the lights, and used some candles. Then he said, "Well, what do you think of this?"  
 I looked around. The room was so quiet. My mother and my brother were drinking tea.  
 ④[They (in / talking / were / soft / enjoying / a) voice]. They looked happy.  
 I answered, "It's strange. Everything looks different, but it's nice."  
 My father smiled and said, "I think so, too. Do you know the ( ⑤ ) of a night like this? This is called a candle night."  
 Thanks to "a candle night," my family could spend two quiet hours together.  
 Now, we are busy and we always do something. For example, all day, we are working, studying or watching TV. But sometimes we should try to ( ⑥ ). So it is important to have some quiet time in our busy life.

注 candle(s) ろうそく      turn(ed) off the lights 電灯を消す      all day 一日中

- 問1 下線部①, ②の [ ] 内の語を, それぞれ適切な形に直しなさい。
- 問2 下線部③について, 加奈がそのように言った理由を, 具体的に日本語で書きなさい。
- 問3 下線部④の ( ) 内の語を正しく並べかえ, 英文を完成させなさい。
- 問4 本文中の ( ⑤ ), ( ⑥ ) に入る最も適切なものを, それぞれ次のア～エから1つ選び, 記号で答えなさい。
- ( ⑤ ) ア home      イ family      ウ name      エ team  
 ( ⑥ ) ア study      イ play sports      ウ sing songs      エ rest

問5 次の英文の ⑦ に入る適切な英語を, 本文中から抜き出しなさい。

Last month, Kana's family had a candle night. Through it, Kana learned that ⑦

- 問6 本文の内容に合う英文を, 次のア～オの中から2つ選び, 記号で答えなさい。
- ア Kana's father thought that Kana shouldn't watch TV too much.  
 イ Kana's family didn't use candles from eight to ten on the candle night.  
 ウ Kana liked the candle night because she could watch TV from eight to ten.  
 エ Kana's father couldn't enjoy the candle night because it wasn't interesting.  
 オ Kana's family could spend two quiet hours together on the candle night.

◆ 解答用紙 ◆

問1	①	
	②	
問2	③	
問3	④	They voice.
問4	⑤	
	⑥	
問5	⑦	Through it, Kana learned that
問6		

◆ 解答 ◆

問1	①	taught
	②	spending
問2	③	(例) 加奈は、8時から10時までテレビを見たかったから。
問3	④	were enjoying talking in a soft
問4	⑤	ウ
	⑥	エ
問5	⑦	it is important to have some quiet time in our busy life
問6	ア	オ

◆ 解説 ◆

問1 ② How about ~ing? = 「～ませんか」

問2 直後の文に書かれている。

問3 「彼らは静かな声で話すのを楽しんでいました」 enjoy ~ing = 「～するのを楽しむ」

問6 ア 「加奈の父親は、加奈はテレビを見すぎてはいけなかったと思います」第4段落第1文参照。

オ 「加奈の家族はキャンドルナイトに2時間の静かな時を過ごすことができました」最後から2段落目参照。thanks to ~ = 「～のおかげで」

◆ 問題 ◆ 21 - 4 - 7

次は、ある日本人記者が南極大陸 (Antarctica) と南太平洋の小さな国ツバル (Tuvalu), そして日本についてまとめたレポートです。これを読んで、問1～問6の問いに答えなさい。

(秋田県 2009年度)

Do you know who lives in Antarctica? It is the coldest place on the earth, and about 98% of it is ( ① ) with ice. It is not a country so people cannot live there.  The ice tells them how the earth was a long time ago. There are some animals living on the ice of Antarctica. So, the ice is very important for some scientists and animals. You can say it is a special place for the earth. But today the ice of Antarctica is beginning to \*melt slowly and it is becoming difficult for some animals to live there.

One afternoon in Tuvalu, children were playing together on the road with a smile. The blue sea was just in front of the road.  But now, some parts of it were under the sea. This happened because the “sea level got higher. Near the children, an old woman sitting on a chair was ( ② ) them. She said, “I love this beautiful country. But if the sea level gets higher than now, our country will be all under the sea. We haven’t done anything wrong. Why do we have to worry about (A) that? Many people are beginning to leave this country, but I don’t want to leave here.”

Here in Japan, we also see some strange things happening around us. We sometimes have too much rain in a very short time. Such rain open brings (B) floods and some people lose their houses. We sometimes have no rain for many days.  Very hot summers are also becoming a problem. In some cities, it is getting hotter every summer. Some people feel bad and are ( ③ ) to hospitals.

Maybe you will think these three examples are different stories, but many scientists say they come from one fact: the air around the earth is warmer because people \*produce more \*CO<sub>2</sub> than before. People are now beginning to think all of us should find better ways to stop making more CO<sub>2</sub> and try them in our life. I think this idea will be our answer to save the earth. The future of the earth is in our hands.

注 melt 溶ける    sea level 海面    produce 生み出す    CO<sub>2</sub> 二酸化炭素

問1 ①～③にあてはまるものを、次の【    】の中からそれぞれ一つずつ選び、適切な形に直して書きなさい。

【 take    make    cover    watch    leave 】

問2 下線部(A)that が指す内容を本文から読み取り、35字程度の日本語で書きなさい。

問3 本文の内容から判断して、下線部(B)floods の意味として最も適切なものを、次のア～オから一つ選んで記号を書きなさい。

ア 水不足    イ 梅雨    ウ 冷害    エ 日照不足    オ 洪水

問4    にあてはまる最も適切なものを、次のア～オからそれぞれ一つずつ選んで記号を書きなさい。

- ア No one lived on the beautiful beach.
- イ We do not have to worry about food in such times.
- ウ In such times, we have to worry about the water we can use.
- エ Once there was a beautiful beach between the road and the sea.
- オ Only scientists can stay there to study the earth and other important things.

問5 この記者は、地球を救うために何をすべきだと考えているか、本文から読み取って日本語で書きなさい。

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

- ア Japanese people do not have to worry about very hot summers at all.
- イ People all over the world should try to do something to save the earth.
- ウ People and animals cannot live in Antarctica because there is much ice.
- エ Strange things are happening in Antarctica and other parts of the world.
- オ The old woman in Tuvalu wants to leave there because it will be under the sea.

◆ 解答用紙 ◆

問1	①		②	
	③			
問2				
問3				
問4	I		II	
	III			
問5				
問6				

◆ 解答 ◆

問1	①	covered	②	watching
	③	taken		
問2	(例) もし海面が今より上昇すれば、自分たちの国が海に沈んでしまうということ (34字)			
問3	オ			
問4	I	オ	II	エ
	III	ウ		
問5	(例) 私たちみんなが今以上に二酸化炭素を出さないよりよい方法を見つけ、生活の中で試みるべきだと考えている。			
問6	イ		エ	

◆ 解説 ◆

- 問1 ① be covered with ～＝「～でおおわれている」
- 問4 I オ 「地球やほかの大切なことを研究するために、科学者だけがそこに滞在することができます」  
 II エ 「以前は、道路と海の上に美しい海岸がありました」  
 III ウ 「そのようなときには、自分たちが使う水の心配をしなければなりません」
- 問5 最終段落第2, 3文の内容から考える。
- 問6 イ 「世界中の人々は地球を救うために何かをしようとすべきである」 最終段落第2, 3文参照。  
 エ 「南極大陸や世界のほかの場所で、奇妙なことが起っている」 第1段落最終文, 第2段落第4文, 第3段落第1文参照。

◆ 問題 ◆ 21 - 4 - 8

ある夏の日、拓 (Taku) さんの村 (village) では、神社 (shrine) で行われる村祭りの準備が始まりました。次の英文は、この年の祭りをきっかけに、拓さんとその仲間たちが1年をかけて取り組んだ、ある挑戦について描いたものです。これを読んで、あとの問いに答えなさい。

(山形県 2009 年度)

注	stage 舞台	badly injured 大けがをして	war 戦争
	play(s) 演劇, 劇	bring back ~ ~を復活させる	costume(s) 衣装
	set 舞台セット	turn 出番	hand 拍手

問1 本文の **A** に最も適する英文を、次のア～エから一つ選び、記号で答えなさい。

- ア Are you worrying about your father?
- イ Will your father come to the festival?
- ウ How is your father doing these days?
- エ What do you think about your father?

問2 村の歌舞伎が、下線部①のようになってしまったのは、どうしてですか。本文に即して日本語で書きなさい。

問3 下線部②のときの、工藤先生 (Mr. Kudo) の気持ちに最も近いものを、次のア～エから一つ選び、記号で答えなさい。

- ア 「これからは拓も学校の勉強に集中してくれ  
るだろう。」とうれしく思う気持ち。
- イ 「拓は私たちが書いた劇を立派に演じてくれ  
るだろう。」と期待する気持ち。
- ウ 「好きな演劇を一生の職業にできる拓は幸せ  
だな。」とوراやましく思う気持ち。
- エ 「拓は何とか父親を元気づけようとがんばっ  
ているんだな。」と感心する気持ち。

問4 拓さんが仲間を集めて活動を開始したときに比べて、次の年の夏には仲間の数が増えました。仲間の数が増えたことを示している1文を、本文中から抜き出して書きなさい。

問5 下線部③のときに、あなたが拓さんに言葉をかけるとしたら、どのような言葉をかけますか。その言葉を、「I hope」ではじまる英文1文で書きなさい。

問6 本文に即して、次の問いに英語で答えなさい。

- (1) Did Taku build the festival stage with his father?
- (2) What did Taku do when he visited Shige-jii with his team?

Every summer, many people in Taku's village enjoyed singing and dancing on the festival \*stage by the shrine. Taku came to the shrine to help the village people who were building the stage. When he was working, Mr. Kudo, a teacher of Taku's school, called his name. Mr. Kudo was Taku's father's best friend. He also came to build the festival stage. "You don't look happy, Taku. **A**" said Mr. Kudo. "Yes. But I'm all right," Taku answered. Taku's father was in hospital. He was \*badly injured when he was working. He had to stay in bed all day and he couldn't move. He sometimes looked sad and he didn't smile very often.

A week later, when they finished building the stage, Shige-jii, one of the oldest men in the village came to see it. Shige-jii said, "You did a good job again this year. Now I remember the village kabuki we showed every summer here on the stage a long time ago. Young men in the village practiced hard after work every night. Everyone in the village loved our kabuki." Taku said to Shige-jii, "When did you stop showing the kabuki?" "We stopped the kabuki during the \*war. After the war, many young men in the village went to big cities to work. The kabuki was not shown for a long time. ①And the village people forgot about it." answered Shige-jii.

At that time, Taku remembered one thing. When his father was young, he was very interested in \*plays. He wanted to \*bring back the village kabuki. But it was too difficult. So he wrote a play with Mr. Kudo and showed it with his many friends at the school festival. "If I bring back the kabuki, Father will be happy and he will smile again," Taku thought.

The next day, Taku went to Mr. Kudo's house. ②Mr. Kudo was happy to hear about his idea. Mr. Kudo said to Taku, "Make a team first, and study the history of the village kabuki." Taku made a team of five members. They were friends since they were little children. They visited Shige-jii and studied the history of the kabuki. They also visited other old people in the village. The old people taught many other things to Taku's team. Some of the old men remembered the music of the kabuki, so the team asked them to play it. The music was beautiful.

The next spring came and went, and summer came again. Taku's father came back from the hospital. There were more than twenty people on Taku's team then. A lot of village people helped them to show the kabuki again. Some people gave them the \*costumes, and others gave them things to make the \*set. At first Taku thought he wanted to show the kabuki for his father, but now he was working for the people in the village. ③Taku and his team worked very hard day after day.

On the night of the festival, when their \*turn came, Taku said to his team, "Now, it's time to bring back our kabuki!" Taku's team did a good job, and the village people enjoyed it. They gave Taku's team a big \*hand. Taku found his father among the people. He was smiling.

問7 次の本文を要約した英文です。本文の内容に合うように、英文の  ～  に最も適するものを、あとのア～エからそれぞれ一つずつ選び、記号で答えなさい。

After Taku heard about the kabuki from Shige-jii, he wanted to bring back the kabuki. At first he wanted to do so for , but later he worked for the village people.

Taku had a lot of things to do. First, he made a team with his friends.  he and his friends visited old people in the village.  Taku and his friends worked very hard. And the village people had a good time when they watched the kabuki. The kabuki came back to the village at last!

- ア Shige-jii      イ Mr. Kudo      ウ his father      エ his team
- ア Because      イ If      ウ There      エ Then
- ア The old people helped Taku's team because Shige-jii was their teacher.  
 イ The old people were very kind and helped Taku's team.  
 ウ The old people knew that Mr. Kudo was Taku's father's best friend.  
 エ The old people were glad to know how to play the music of the kabuki.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	I hope ( )
問6	(1) _____
	(2) _____
問7	I _____ II _____
	III _____



◆ 解答 ◆

問1	ア		
問2	(例) 戦争中に中断し、戦後には担い手であった若者たちが都会に出てしまい、長い間演じられることがなかったから。		
問3	エ		
問4	There were more than twenty people on Taku's team then.		
問5	(例) (I hope) many people will come and see your kabuki.		
問6	(1)	(例) No, he didn't.	
	(2)	(例) He studied the history of the kabuki.	
問7	I	ウ	II エ
	III	イ	

◆ 解説 ◆

- 問1 ア 「お父さんのことを心配しているのですか」 A のうしろの3文に着目して考える。
- 問2 下線部①の前の3文の内容をまとめる。
- 問3 “his idea” が「もし歌舞伎を復活させれば、父は喜んで、もう一度ほほえんでくれるであろう」というものであることから考える。
- 問5 「I hope」ではじまる英文という指示があるので、「～であるといいね」という言葉をかけることになる。
- 問6 (1) 問いは「拓さんはお父さんといっしょに祭りの舞台を作りましたか」。拓さんがステージを作るのを手伝っていたとき、お父さんは入院していた。第1段落最後から4文目参照。
- (2) 問いは「拓さんは自分のチームといっしょにしげじいをたずねたとき、何をしましたか」。第4段落第6文参照。
- 問7 II この場合の then は「それから、その次に」という意味。直前の文の First に着目する。
- III 第4段落最後から3文目参照。

◆ 問題 ◆ 21 - 4 - 9

次の英文を読み、問1～問6の問いに答えなさい。

(福島県 2009年度)

Last December, Kate came to Hiroto's school from \*New Zealand. She joined some classes and studied with Hiroto and his \*classmates for a week.

In the English class on the first day, Kate talked about her family, school and life in New Zealand. Kate also joined the \*calligraphy class and wrote easy kanji. At lunchtime, Kate showed Hiroto and his friends some pictures. In a picture, Kate had a short \*stick in each hand. Hiroto asked her about ①the picture. Kate answered, "This is a picture my friend took when I practiced the \*stick dance at school. Do you know I'm going to do it tomorrow?" "Yes, ②our teacher told us about that last week, I want to see it," said Hiroto.

The next day, Kate explained about the stick dance. "This is a traditional dance in New Zealand. It's not difficult. Let's dance together." Hiroto and his classmates practiced the dance with Kate. Hiroto could not dance well and sometimes \*dropped the sticks. So Kate helped him, Hiroto thought knowing about the \*tradition of a foreign country was interesting. He said to Kate, "I'm happy to learn about the stick dance. ③" "Yes," Kate answered. "We usually learn about it at school in New Zealand. I think that's like calligraphy for you, Hiroto." Hiroto found the students in both countries learned about part of their own culture at school.

The last day came. At the \*farewell party Hiroto said, "We're going to play the wadaiko for you, Kate. Please enjoy our traditional music." Kate said, "I've never listened to the wadaiko." Kate was surprised to listen to the \*powerful sound. When Hiroto and his friends finished playing the wadaiko, Hiroto said to Kate, "Let's play the wadaiko together." She said, "I heard you were planning a party to talk together." Hiroto answered, "Yes, but after the dance we changed the plan because we wanted to show you part of our culture in return. So we decided to play the wadaiko. We played it at the school festival last month." Kate enjoyed the wadaiko and asked Hiroto many questions about it. But Hiroto could not answer well. He thought, "Although I knew a lot about New Zealand, I could not explain about Japan well." Then he noticed. "Communication between people who have different cultures will be more interesting if I can explain more about Japan. It's important to learn about Japanese culture and to tell it to people from foreign countries."

注 New Zealand ニューゼーランド classmates 同級生 calligraphy 習字・書写  
stick 棒 stick dance スティックダンス (棒を使った踊り) dropped ～ ～を落とした  
tradition 伝統 farewell party さよならパーティー powerful 力強い

- 問1 下線部①はどのようなものか。最も適当なものを、ア～エの中から一つ選びなさい。
- ア The picture was taken by Kate's friend and Kate is using two short sticks.
  - イ The picture was taken by Kate while her friend was eating lunch at school.
  - ウ The picture was taken by Kate's friend and Kate is writing kanji with Hiroto.
  - エ The picture was taken by Kate while her friend was practicing the stick dance.

- 問2 下線部②の内容として最も適当なものを、ア～エの中から一つ選びなさい。
- ア The teacher said, "It will be interesting for Kate to write kanji."
  - イ The teacher said, "Kate is doing to show you some pictures."
  - ウ The teacher said, "You must do the stick dance with Kate."
  - エ The teacher said, "Kate is going to do the stick dance."

- 問3 ③に入る最も適当な文を、ア～エの中から一つ選びなさい。
- ア Can you tell me about Japanese culture?
  - イ Do you practice the dance at school?
  - ウ Would you like to dance with my friends?
  - エ Do you learn calligraphy in New Zealand?

- 問4 次のア～エの出来事を、起こった順に左から並べて書きなさい。
- ア Kate showed Hiroto and his classmates how to do the stick dance.
  - イ Kate was surprised to listen to the sound of wadaiko for the first time.
  - ウ Hiroto and his friends changed the plan for the farewell party.
  - エ Hiroto played the wadaiko with his friends at the school festival.

- 問5 次のQuestionに英語で答えなさい。ただし、答えはAnswerの後に続けて、下線部に6語以上の英語で書きなさい。

Question: Why did Hiroto and his friends decide to play the wadaiko for Kate?

Answer: Because they wanted Kate \_\_\_\_\_.

- 問6 次の英文は、Hirotoの考えの変化をまとめたものです。AとBに入る最も適当な英語を、本文中からAは2語、Bは1語でそのまま抜き出して書きなさい。

Hiroto thought it was interesting to know about the culture of a foreign country when he practiced the stick dance. After he played the wadaiko, he thought explaining about his own country could make communication with people from foreign countries A. So he tried to understand more about Japan and to B people from foreign countries about its culture.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	→ → →
問5	Because they wanted Kate
問6	A
	B

◆ 解答 ◆

問1	ア	
問2	エ	
問3	イ	
問4	エ → ア → ウ → イ	
問5	(Because they wanted Kate) to learn about part of Japanese culture(.)	
問6	A	more interesting
	B	tell

◆ 解説 ◆

- 問1 第2段落第4文と第6文参照。  
 問2 that はKateが明日、スティックダンスを踊るつもりであることを指している。  
 問4 エ 「Hiroto は学校祭で友人たちと和太鼓を演奏しました」 先月のことである。  
 ア 「Kate はHiroto と彼の級友たちにスティックダンスの踊り方を教えました」 Kate の滞在2日目のことである。  
 ウ 「Hiroto と彼の級友たちは、さよならパーティーの計画を変更しました」 変更したのはスティックダンスを体験した後。  
 イ 「Kate は和太鼓の音を初めて聞いて驚きました」 Kate が和太鼓の音を初めて聞いたのは、さよならパーティーのとき。  
 問5 Question は「どうしてHiroto と彼の級友たちは、Kate のために和太鼓を演奏することに決めたのですか」第4段落第8文参照。  
 問6 A <make +目的語+形容詞> = 「(目的語) を～にする」 communication with people from foreign countries が目的語。 本文最後から2文目参照。  
 B 本文最終文参照。

◆ 問題 ◆ 21 - 4 - 10

下の英文は、Aki (アキ) が今年の中学生英語スピーチコンテストで発表した原稿です。それを読んで、次のページの問1～問4の問いに答えなさい。

(茨城県 2009年度)

My name is Aki. Do you know *Silent Spring* written by Rachel Carson? She wrote about the danger of farm chemicals in the 20th century. Many students have heard about this book in English class. After I heard about it, I became interested in environmental problems, and I thought about my family's \*daily habits.

I often went to a store near my house with my parents. We always went there by car. At the store, we were asked, "How many chopsticks do you need?" I always answered, "Three." And we were asked, "Do you need \*plastic bags?" Mother always answered, "Yes, please."

At home I asked Mother, "Why do you have a lot of plastic bags in the kitchen?" She answered, "They'll be useful someday." I told her about Rachel Carson and the environmental problems. She listened to me quietly. After a while, she said to Father and me, "Let's do something for the Earth."

Now we usually go to the store by bike. We always bring our own bags. We don't ask the \*cashier to give us chopsticks or plastic bags. Thanks to Rachel, we started to change our lives, but I still have a question about chopsticks.

Some people say that we don't \*damage the forests because we use \*remnants of wood to make chopsticks. Is that true? I asked Father about it. He said, "I have no idea, but I've heard this." Many people have started carrying their own chopsticks."

"Silent spring" means "a spring without life," Rachel Carson said. I like spring very much. I enjoy beautiful green leaves and the songs of birds. I can feel life. I can feel nature. We should try to \*protect our nature. We don't have to do big things. Let's . If each of us makes small changes, we can \*save the Earth. If we can save the Earth, it will be a better place for our children. Let's start now.

daily 日常の                      plastic bags ビニール袋                      cashier レジ係  
 damage 害を与える              remnants of wood 木材の切れ端              protect 守る              save 救う

問1 本文の内容に合う文を、次のア～クの中から三つ選んで、その記号を書きなさい。

- ア Aki thinks that a lot of students have heard about *Silent Spring*.
- イ In the 20th century, Aki became interested in environmental problems.
- ウ When the cashier asked Aki about plastic bags, she answered, "Three."
- エ Aki's mother didn't think about environmental problems after Aki's story.
- オ Aki began to change her life after she heard about *Silent Spring*.
- カ Aki's father said to his family, "Let's do something for the Earth."
- キ "Silent spring" means a spring with beautiful green leaves and the songs of birds.
- ク Aki believes the Earth will be a better place with our small changes.

問2 次の①, ②の質問に、それぞれ指定された語数の英文で答えなさい。

- ① Did Aki always go to the store alone? (3語以上)
- ② How does Aki go to the store with her parents now? (2語以上)

問3 本文中の下線部において、Akiの父親が聞いていたことは何か、20字以上、30字以内の日本語で書きなさい。ただし、句読点は字数に含むものとする。

問4 本文中の  に入る最も適切なものを、次のア～エの中から一つ選んで、その記号を書きなさい。

- ア stop using a lot of things
- イ do something difficult
- ウ protect a lot of things
- エ find something we can do

◆ 解答用紙 ◆

問1			
問2	①		
	②		
問3			
問4			

◆ 解答 ◆

問1	ア	オ	ク
問2	①	No, she didn't.	
	②	(She goes there) By bike.	
問3	多くの人々が自分自身のはしを持ち歩きはじめたということ。		
問4	エ		

◆ 解説 ◆

- 問1 ア 「Aki は多くの生徒が『沈黙の春』について聞いたことがあると思っています」 第1段落第4文参照。  
 オ 「Aki は『沈黙の春』を読んでから、自分の生活を変え始めました」 第4段落最終文参照。thanks to  
 ～＝「～のおかげで」  
 ク 「Aki は自分たちの小さな変化で、地球がよりよい場所になると信じています」 最終段落最後から3,  
 2文目参照。
- 問2 ① 質問は「Aki はいつも1人で店に行きましたか」。 第2段落第1文参照。  
 ② 質問は「現在、Aki はどのようにして両親と店に行きますか」。 第4段落第1文参照。
- 問3 直後の文に述べられている。

◆ 問題 ◆ 21 - 4 - 11

次の英文を読んで、問1～問4の問いに答えなさい。

(栃木県 2009年度)

One Saturday, after Kenta played tennis at school, he went to a bookstore near his school. When he was looking for books, he saw a young woman pushing a stroller on the sidewalk. He found that she could not move because there were many bikes there. Kenta went out of the bookstore, and ran to the woman. He moved all the bikes away for her. She said, "Thank you. Tell me your name, please. You are a student at Minato Junior High School, aren't you?" "... Goodbye," Kenta said and ran away.

A few days later, at the classroom in the morning, Kenta was listening to his teacher. "Everyone, we got a letter from a woman yesterday. In the letter she says she was helped by a boy student of our school. When she was in need near a bookstore, the boy was very kind to her. The boy didn't tell his name, so she sent the letter to our school to thank him. We're happy to get such a letter, and we're proud of the good student." Kenta thought, "It's me, but ①I'm not a good student."

After school, Kenta went to the teachers' room. He said to his teacher, "Excuse me. You told us about the letter from a woman this morning, didn't you? The student in that letter is me, but... I'm not a good boy. That day a lot of bikes were put on the sidewalk. I also put my bike there." Then, the teacher smiled at Kenta and said, "You put your bike on the sidewalk? That wasn't good, and you were careless, weren't you? But you helped the woman in need. Most people want to help other people in need, but they usually don't. When you see people in need, I ②[help / them / to / want / you]."

"OK, I will," Kenta said. When he was going to leave the room, his teacher said to him. "Kenta, if you are kind to others, they'll be happy and you'll be happy too. Please remember this."

The next week, Kenta had a tennis game in another town. After the game he took the bus to go home. There were not many people on the bus, so he took one of the seats. He was a little tired and he fell asleep. When he opened his eyes, the bus was full of people. Just then, an old woman got on the bus. Kenta stood up and gave his seat to her. The old woman thanked him and took the seat. When Kenta saw her smile, he became very happy. At that time, Kenta remembered ③his teacher's words.

注 push a stroller ベビーカーを押して動かす sidewalk 歩道 in need 困っている  
 be proud of ～ ～を誇りに思う careless 不注意な seat 座席  
 fall asleep 眠り込む

問1 下線部(1)のように健太 (Kenta) が思ったのはなぜか。日本語で書きなさい。

問2 ②の [ ] 内の語を意味が通るように並べかえなさい。

問3 下線部(3)の内容を日本語で書きなさい。

問4 本文の内容と一致するものはどれか。二つ選びなさい。

- ア Kenta thought that the young woman would like to ask him the way.
- イ When the young woman thanked Kenta, he went away to help other people.
- ウ A letter came to Kenta's school, and it made the teachers happy.
- エ At first Kenta's teacher didn't know that the boy in the letter was Kenta.
- オ After school, the teacher came to Kenta's classroom to talk with him.
- カ Kenta took a seat on the bus after an old woman got on the bus.

◆ 解答用紙 ◆

問1			
問2			
問3			
問4			

◆ 解答 ◆

問1	(例) 自分自身も歩道に自転車をとめてしまったから。	
問2	want you to help them	
問3	(例) 人にやさしくすれば, その人もあなたも幸せになれること。	
問4	ウ	エ

◆ 解説 ◆

- 問1 第3段落第6文に述べられている。
- 問2 <want +目的語+to ~> = 「(目的語) に~してもらいたい」
- 問3 第3段落最後から2文目を指している。be kind to ~ = 「~に親切にする」
- 問4 ウ「健太の学校に1通の手紙が届き, その手紙は先生たちを喜ばせました」 <make +目的語+形容詞>  
= 「(目的語) を~にする」 第2段落最後から3, 2文目参照。
- エ「健太の先生は手紙の中の少年が健太であることを, 最初は知りませんでした」 健太は女性に名前を告げておらず, 手紙にも男子生徒に助けられたとしか書かれていないので, 先生は健太に打ち明けられるまで, その少年が健太であることを知らなかったと考えられる。

◆ 問題 ◆ 21 - 4 - 12

次の英文を読んで、問1～問4の問いに答えなさい。

(栃木県 2009年度)

Do you know that there are smells in the water? The smells give the fish (1)very important messages. From the smells the fish know that there is food around them. They also know that there are bigger fish that eat them.

The fish have four holes in their face. When you see the face from the side, you'll find that there are two holes between the mouth and the eye. The front hole is near the mouth. The other hole is near the eye. The water goes into the front hole, and then comes out of the other hole. Through these holes the fish catch smells in the water.

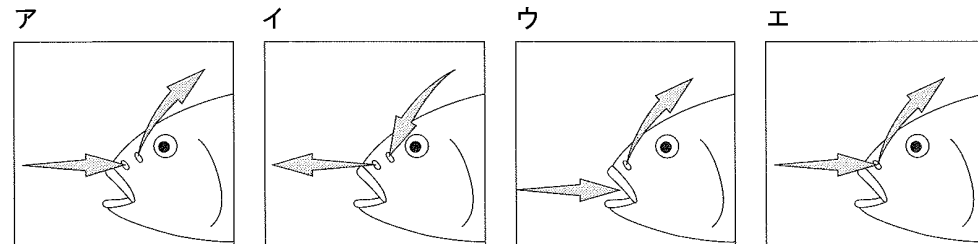
A long time ago, all living things lived in the water. Then, some began to live on the ground. The things living on the ground began to catch smells from the air, not from the water. And when they did so, the air went into the front holes and came out of the same front holes. The other two holes near the eyes were not needed. Those two holes gradually .

Those small holes are still found in your body. Where are they? Put your finger just under your eye, and push a little. Then look into your eye carefully. You can find a small hole in each of your eyes. The holes are now part of the eyes. But they are the holes that became smaller. When your eyes are full of tears, they come to your nose through the holes in the eyes. So, (2)when you cry, you sniffle.

注 smell におい      air 空気      gradually だんだんと      sniffle 鼻をすする

問1 下線部(1)の指す内容を具体的に二つ日本語で書きなさい。

問2 下の模式図は、魚がにおいをかぐときの水の流れを表したものである。本文の内容に合うものはどれか。



問3 本文中のに入れるべき最も適切な英語を、本文中から2語抜き出して書きなさい。

問4 下線部(2)について、なぜそのようになるのか。日本語で書きなさい。

◆ 解答用紙 ◆

問1		
問2		
問3		
問4		

◆ 解答 ◆

問1	(例) 周りに食べ物があるということ。 (例) 自分を食べる大きな魚がいるということ。	
問2	ア	
問3	became smaller	
問4	(例) 涙が目にとまると、目の中の穴を通して鼻に流れるから。	

◆ 解説 ◆

問1 直後の2文に書かれている。

問2 第2段落第2文より、アまたはイであることがわかる。次に第3～5文より、アであることがわかる。

問4 文頭にSo(だから)があるので、直前の文に理由が述べられていることがわかる。



◆ 問題 ◆ 21 - 4 - 13

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)

Hideo is a junior high school student. One morning, he didn't feel good in his English class. After the class, Ms. White, his ALT, asked him, "Hideo, are you OK?  " Hideo said, "I don't feel good. Last night I watched TV for a long time before I did my homework. So I went to bed very late." Ms. White said, "I see. Did you eat breakfast this morning?" He answered, "Well, no. I didn't have time to eat breakfast." Ms. White said, "Hideo, you should eat breakfast every day. Breakfast is important for our \*health."

At lunch, Hideo talked about breakfast with his friend, Kazuo. Hideo said, "I sometimes don't eat breakfast. Do you eat breakfast every morning, Kazuo?" Kazuo said, "Yes. I usually get up at six. Every morning I eat breakfast after I run in the park near my house. If I don't eat breakfast, I don't feel good at school." Hideo said, "I see, but why?" Kazuo said, "I can't say \*for sure." Hideo said, "Let's learn more about breakfast."

After school Hideo and Kazuo went to the school library. They read some books and found two interesting things. First, when we sleep at night, the \*brain still uses \*energy. Breakfast gives energy to the brain and we can think well. Second, our \*body temperature is \*low when we get up in the morning. After we eat breakfast, our body becomes warm and we can \*move our body well. Kazuo said, "Now we really understand the \*effects of breakfast." Hideo said, "Yes. We have to go to bed \*early, get up early and eat breakfast."

The next morning, Hideo got up at six. When he went to the \*kitchen, his mother was cooking. He said to his mother, "Good morning!" She said, "Oh, good morning, Hideo.  " He said, "Yes. I didn't eat breakfast yesterday. I'm sorry. Today I'll eat it. By the way, you always get up early and make breakfast for us. What do you do to get up early?" She said, "That's a good question. I always finish important things first and try to go to bed early." Hideo said, "I see. Last night I finished my homework first and went to bed early, so I feel very good today. Shall I help you?" Then they made breakfast together. He ate breakfast with his family. During breakfast they enjoyed talking about a lot of things. "Breakfast is really important. Today will be a wonderful day," Hideo thought.

注	health 健康	for sure はっきりと	brain 脳	energy エネルギー
	body temperature 体温	low 低い	move ～ ～を動かす	effect 効果
	early 早く	kitchen 台所		

問1 本文中の  ,  に当てはまる英文として最も適切なものを、次のア～オから、それぞれ選びなさい。

- ア You have time to eat breakfast today.
- イ You should leave home now.
- ウ You have just made breakfast.
- エ You look very tired today.
- オ You didn't have any homework yesterday.

問2 次の①, ②の問いに、3語以上の英語で答えなさい。

- ① Did Ms. White tell Hideo how to learn about breakfast?
- ② What does Kazuo do before he eats breakfast?

問3 次の①, ②の問いに、日本語で答えなさい。

- ① Hideo と Kazuo は本を読んで、朝食を食べることにはどんな効果があるとわかったか、2つ書きなさい。
- ② Hideo の母は、早起きをするためにどんな工夫をしているか、書きなさい。

問4 次の英文は、Hideo がクラスで行ったスピーチの一部です。次の  内のア～オの英文を、本文を参考にして、意味が通るように並べかえて、記号で書きなさい。

Do you eat breakfast every day? I sometimes didn't eat breakfast, but now I think it is very important. Breakfast gives energy to the brain and makes our body warm.

- ア Now I remember the words Ms. White said to me.
  - イ I got up early that morning and ate breakfast with my family.
  - ウ So we can use our brain and body well after we eat breakfast.
  - エ One morning I found another good thing about breakfast.
  - オ During breakfast I enjoyed talking about many things with them.

She said, "Breakfast is important for our health." I think that breakfast is also important to have a good time with my family. Let's eat breakfast every morning and start a wonderful day!

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	A	エ	B	ア
問2	①	No, she didn't.		
	②	He runs in the park near his house.		
問3	①	脳にエネルギーが与えられ、頭の働きがよくなる。体が温まり、体をよく動かせるようになる。		
	②	まず大事なことをすませて、早く寝るようにしている。		
問4	ウ → エ → イ → オ → ア			

◆ 解説 ◆

- 問1 A エ「今日はとても疲れているように見えます」 <look + 形容詞> = 「～のように見える」  
 B ア「今日は朝食を食べる時間がありますね」
- 問2 ① 問いは「White 先生は Hideo に、朝食についてどのように学んだらよいかを教えましたか」。White 先生は、朝食は健康にとって大切なので、毎日食べるようにと言っただけである。第1段落最終2文参照。  
 ② 問いは「Kazuo は朝食を食べる前に何をしますか」。第2段落第6文参照。
- 問3 ① 第3段落第4文と第6文参照。
- 問4 ウ「だから、朝食を食べた後には、私たちは脳と体をうまく使うことができます」  
 エ「ある朝、私は朝食について、もう1つよいことを発見しました」  
 イ「その朝私は早く起きて、家族といっしょに朝食を食べました」  
 オ「朝食の間、私は彼らと多くのことについて話して楽しみました」  
 ア「私は今、White 先生が私におっしゃった言葉を思い出します」

◆ 問題 ◆ 21 - 4 - 14

次の英文を読んで、問1～問4に答えなさい。

(埼玉県 2009年度)

Today life in our society is becoming more and more convenient. There are some restaurants and stores that are open twenty-four hours a day. We can use the Internet or send e-mail all day if we want to do so. There are a lot of interesting video games we can play at any time. In a society like this, our sleeping time is becoming shorter and shorter, and there are a lot of young people who don't go to bed until late at night. They use a lot of time to play video games or send e-mail to their friends. But do you know this life style may sometimes cause us some problems?

Many people say that having enough sleep is as important as eating well or exercising. Our bodies and brains begin to work when we get up, and they get tired after working for a day. So we need to have enough sleep at night to start another day. What will happen if we don't have enough sleep?

Ken is a high school student. When he was a junior high school student, he liked playing video games very much. He played them almost every day until very late at night after he came back home from school. So he couldn't get up early in the morning and didn't have time for breakfast. When he was at school, he was always tired and he sometimes slept in class. Sometimes he was late for school. His school grades went down. The teachers at his school worried about him very much and told him to change his life style. But he didn't.

One day when he came to school, he didn't feel well. He felt dizzy and couldn't stand up. So he went to the school nurse with his friends. The school nurse told him to stay in bed for some time. When he got better after some sleep, the school nurse said to him, "You should change your life style now. If you keep this life style, you will become very sick and need to stay in a hospital." He was very surprised to hear that because until then he didn't think it was a big problem to sleep only for a few hours every day. At last, he understood that having enough sleep is very important.

After that, he changed his life style and didn't play video games as much as before. He went to bed at ten at night and got up at six in the morning. He also started eating breakfast every morning. He never slept in class again, and soon his school grades got better.

Now Ken enjoys his high school life. He studies very hard. He is also a member of the basketball club and practices it hard every day. But he always tries to have enough sleep because he knows well that it is very important.

注 society 社会      convenient 便利な      open twenty-four hours a day 24時間営業  
 at any time いつでも      may ～ ～かもしれない      cause us ～ 私たちに～を引き起こす  
 enough 十分な      exercising 運動すること      bodies and brains 体と脳  
 almost ほとんど      school grades 成績      dizzy めまいがする  
 school nurse 保健室の先生

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

- (1) Life in our society is very convenient  
 ア and all restaurants are open twenty-four hours a day.  
 イ and we can use the Internet at any time.  
 ウ but we don't think e-mail is useful.  
 エ but we can't play video games at home.

- (2) Ken went to the school nurse  
 ア and he took care of his friend.  
 イ and he was carried to a hospital soon.  
 ウ because he didn't feel well.  
 エ because he wanted to change his life style.

問2 本文の内容に関する次の質問に、英語で答えなさい。

What did the teachers tell Ken when his school grades went down?

問3 Kenは、保健室の先生から話を聞くまで、睡眠時間についてどのように考えていましたか。日本語で説明しなさい。

問4 次の英文は、本文の内容をまとめたものです。次の(1)～(4)にあてはまる英語を、1語ずつ書きなさい。

In today's very convenient society, there are a lot of young people who don't go to bed until late at night and they sleep only for a short time. This life style may be ( 1 ) for us and may sometimes cause problems for our bodies and brains. So, like eating well or exercising, it is also ( 2 ) for us to have enough sleep.

Ken was a boy who always went to bed very late at night. He couldn't get up early in the morning and didn't have time for breakfast. He couldn't ( 3 ) hard at school because he felt tired, so his school grades went down. The school nurse told him that this life style was going to make him very ( 4 ). At last he understood that he needed enough sleep. Now he enjoys his high school life.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(1)	イ
	(2)	ウ
問2	They told him to change his life style.	
問3	毎日ほんの少しの時間しか睡眠をとらなくても、大きな問題ではないと考えていた。	
問4	(1)	(例) bad
	(2)	(例) important
	(3)	(例) study
	(4)	(例) sick

◆ 解説 ◆

問1 (1) 第1段落第3文参照。 (2) 第4段落第1～3文参照。

問2 質問は「成績が下がったとき、先生たちはKenに何と言いましたか」。第3段落最後から2文目参照。  
 <tell+目的語+to ~>=「(目的語)に～するように言う」

問3 第4段落最後から2文目に書かれている。

問4 (全訳) 今日のとても便利な社会には、夜遅くまで寝ないで、短い時間しか眠らない若者がたくさんいます。この生活の仕方は私たちにとって(1)悪いであろうし、私たちの体と脳に問題を引き起こすことがあるかもしれません。ですから、よく食べることや、運動をすることのように、私たちにとって、十分な睡眠をとることも(2)大切です。

Kenはいつも夜遅く寝る少年でした。彼は朝早く起きることができず、朝食の時間がありませんでした。彼は疲れを感じていて、学校で一生懸命に(3)勉強することができなかったので、成績が下がりました。保健室の先生が彼に、この生活の仕方ではひどい(4)病気になるでしょうと言いました。ようやく彼は十分な睡眠が必要であることを理解しました。今では学校生活を楽しんでいます。

(2) It is ... for - to ~. = 「～にとって～することは…です」 第2段落第2・3文参照。

(3) 第3段落第5文参照。

(4) <make+目的語+形容詞>=「(目的語)を～にする」 第4段落最後から3文目参照。

◆ 問題 ◆ 21 - 4 - 15

次の文章を読んで、それぞれの問いに答えなさい。

(千葉県 2009 年度)

Masato, a high school student in Japan, went to Australia last summer to visit his friend Mark. He was interested in Australia and was excited to visit another country for the first time. Mark lived in a big house in the countryside, and it was very interesting to stay with him. Masato learned many things about life in Australia. For example, Mark's parents said, "In some areas of Australia it hasn't rained a lot during the last few years. So we must not use too much water." That surprised Masato because in Japan it often rains. But Masato really understood their problem and decided that he would take a short shower.

注 excited わくわくした                      countryside 田舎                      area 地域  
 the last few years ここ数年                      surprise ～を驚かす                      take a shower シャワーを浴びる

- ① 本文の内容に合っているものを、次のア～エのうちから一つ選び、その符号を書きなさい。
- ア Masato went to Australia with his friend Mark last summer.
  - イ Masato first left Japan for Australia last summer.
  - ウ Staying at Masato's house in the countryside made Mark excited.
  - エ Mark's parents told Masato about the weather in Japan.
- ② 本文の内容に関する次の質問の答えを、次のア～エのうちから一つ選び、その符号を書きなさい。
- Why did Masato decide to take a short shower?
- ア Because he learned parts of Australia didn't have enough rain for a few years.
  - イ Because he wanted Mark's parents to know it often rained in Japan last summer.
  - ウ Because he was surprised when Mark's parents asked him a problem.
  - エ Because he didn't know what problem people in Australia had.

◆ 解答用紙 ◆

①		②	
---	--	---	--

◆ 解答 ◆

①	イ	②	ア
---	---	---	---

◆ 解説 ◆

- ① イ 「マサトは昨年夏、はじめて日本を離れオーストラリアに向かいました」 第1, 2文参照。
- ② 質問は「どうしてマサトはシャワーを短く浴びることに決めたのですか」。第5文と最終文参照。最終文の their problem とは、第5文で述べられている状況のこと。

◆ 問題 ◆ 21 - 4 - 16

次の文章は、英語の授業で Toshio が行ったスピーチの内容です。

(東京都 2009 年度)

What do you do in your free time? Maybe you like to watch TV or listen to music. I often go out with my dog, Hachi, in my free time. He looks at my face when he wants to go out with me. Hachi gives me many chances to talk with people.

Last Sunday I went to the park near my house with Hachi in the afternoon. When I was walking with Hachi, I met some people playing with their children there. I didn't know those people, but they spoke to me. They asked me, "What is his name?" and "How old is he?" I answered the questions and told them about Hachi. And I talked about many other things with them. I had a good time with them.

\*Thanks to Hachi, I can meet many people and enjoy talking with them. I'd like to know what you do in your free time. Thank you.

注 thanks to ～ ～のおかげで

- (1) Toshioがこのスピーチの中で最も伝えたいことは、次のうちではどれか。
- ア Toshio thinks maybe people in his class like to watch TV or listen to music.
  - イ Hachi looks of Toshio's face when he wants to go out with Toshio.
  - ウ Hachi gives Toshio many chances to enjoy talking with people.
  - エ Toshio met some people playing with their children in the park.
- (2) あなたも自由な時間の過ごし方についてスピーチをすることになりました。あなたが自由な時間にすることを一つ取り上げ、そのことについて、三つの英語の文で書き表しなさい。

◆ 解答用紙 ◆

(1)	
(2)	

◆ 解答 ◆

(1)	ウ
(2)	省略

◆ 解説 ◆

- (1) 第1段落最終文と第3段落第1文に着目する。

◆ 問題 ◆ 21 - 4 - 17

次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)

Hayashi Masanori was a doctor at a hospital in Tokyo. His \*patients and \*staff loved him very much. He loved his job. But he wanted to do something more as a doctor. He often thought, "What can I do?" But he didn't know the answer to this question.

One day, he saw an old picture in a notebook. When he looked at the picture, he \*realized what he wanted to do. In that picture, there was a man smiling with some people around a \*well. The man was \*Dr. Hayashi. He thought, "I went to a village in a country in Asia and joined a volunteer group to \*dig a well. This picture was taken there. When I got to the village, I became sick. There were no doctors there. People there took care of me. They were poor, but they gave me food. It wasn't easy to get water, but they gave me water. They saved my life." He wanted to save people in a country that didn't have enough doctors. He thought, "This is the thing I should do as a doctor."

After a few weeks, he got a letter. It was from one of his old teachers, Dr. Fujikawa. He was in a country in Africa. He had a small \*clinic in a village there and worked as a doctor. In that letter, he asked Dr. Hayashi to look for another doctor to work there. Dr. Fujikawa was so old that he couldn't keep working. He was the only doctor there. Dr. Hayashi wanted to help sick people there. He decided to go to Africa.

Three months later, Dr. Hayashi visited the village. He asked Dr. Fujikawa, "What can I do for the people here as a doctor?" Dr. Fujikawa said, "As a doctor? Doing something as a doctor isn't enough." He didn't answer Dr. Hayashi's question.

Before Dr. Fujikawa left the village, he gave Dr. Hayashi his answer. He said, "Do everything you can do for the people here." But Dr. Hayashi didn't understand the \*meaning of these last words. Many people came to the clinic every day. He realized they got sick because of water. They were using water from a \*pond. This water was not so clean. He thought, "They need a well. I'll tell them what to do to dig a well."

The next morning at the clinic, Dr. Hayashi told his idea to his staff. \*Most of the staff looked happy, but one woman, Fara, didn't. She said, "Are you only going to tell us what to do to dig a well? I think digging a well is hard work. You didn't say you would work with us. Why?" He didn't know what to say.

That night, he remembered her words and thought, "I thought giving something to them was important. But that isn't enough. It's important to do things with people. I did that when I was in the country in Asia."

(注) patient 患者	staff 職員	realize 分かる	well 井戸	Dr. ~ ~医師
dig 掘る	clinic 診療所	meaning 意味	pond 池	
most of ~ ~のほとんど	shout 叫ぶ	bottom 底		

問1 When he looked at the picture, he realized what he wanted to do.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。

When he looked at the picture, he realized he wanted to .

- ア save people in a country that didn't have enough doctors
- イ smile with people around the well in a country in Asia
- ウ love his job as a doctor at a hospital in Tokyo
- エ give some food and water to poor people in Asia

問2 次の(1)~(3)の文を、本文の内容と合うように完成するには、の中にそれぞれ下のどれを入れるのがよいか。

(1) Dr. Hayashi realized people in the village got sick because .

- ア they came to the clinic every day
- イ Dr. Fujikawa left the village
- ウ he was the only doctor there
- エ the water they were using was not so clean

(2) Fara didn't look happy because .

- ア she thought Dr. Hayashi wouldn't work with the people in the village
- イ she thought Dr. Hayashi would tell his idea to the staff of the clinic
- ウ Dr. Hayashi didn't know what to say
- エ Dr. Hayashi started to dig the ground near the clinic

(3) After some children understood what Dr. Hayashi was doing near the clinic, they .

- ア came to him and asked him about a well
- イ helped him on that day and took their fathers the next day
- ウ looked at him and smiled
- エ thought it was important to do things with people

問3 次のア～エの文を、本文の内容の流れに沿って並べ、順に記号を書け。

- ア Dr. Hayashi decided to work as a doctor in a country in Africa.
- イ Dr. Hayashi really understood the meaning of his old teacher's words.
- ウ Dr. Hayashi joined a volunteer group to dig a well in a country in Asia.
- エ Dr. Hayashi thought giving something to people in the village wasn't enough.

問4 次の質問に英語で答えよ。

- (1) Where was the picture in the notebook taken?
- (2) What were Dr. Fujikawa's last words that Dr. Hayashi remembered when the people were dancing around the well?

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	ア	
問2	(1)	エ
	(2)	ア
	(3)	イ
問3	ウ → ア → エ → イ	
問4	(1)	It was taken in a village in a country in Asia.
	(2)	They were "Do everything you can do for the people here."

◆ 解説 ◆

問1 第2段落最後から2文目参照。

問2 (1) 「Dr. Hayashiは、使っている水があまりきれいでないために村人たちが病気になることに気がきました」 第5段落第5～7文参照。

(2) 「FaraはDr. Hayashiが村人たちと一緒に働かないであろうと思ったので、うれしそうではありませんでした」 第6段落第5文参照。

(3) 「子どもたちはDr. Hayashiが診療所の近くで何をしているのかを理解すると、その日は彼の手伝いをし、翌日には父親たちを連れて行きました」 第8段落第4, 5文参照。

問3 ウ 「Dr. Hayashi はアジアの国で、井戸を掘るボランティアグループに参加しました」 第2段落第5文参照。→ ア 「Dr. Hayashi は、アフリカの国で医者として働くことに決めました」 第3段落最終2文参照。→ エ 「Dr. Hayashi は、村人たちに何かをあげるだけでは十分でないと思いました」 第7段落第1, 2文参照。→ イ 「Dr. Hayashi は、老先生の言葉の意味をしっかりと理解しました」 最終段落最終文参照。

問4 (1) 質問は「ノートの中の写真はどこで撮られましたか」。第2段落第5, 6文参照。

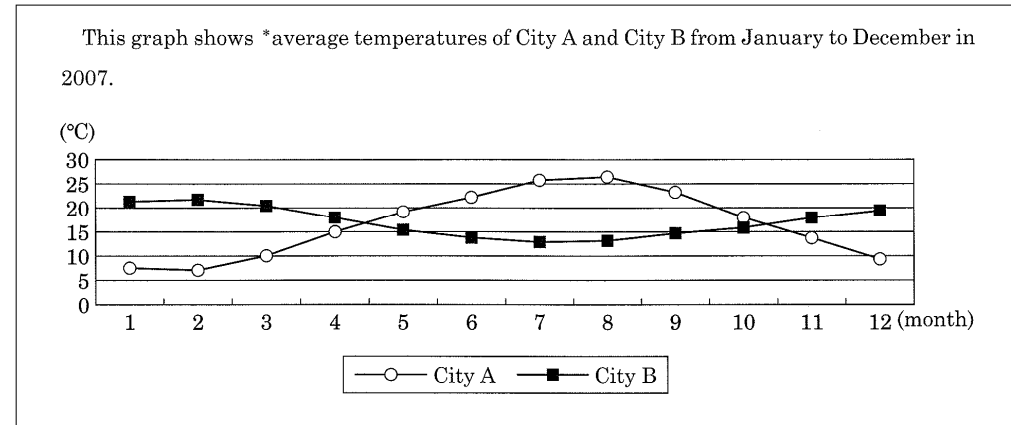
(2) 質問は「人々が井戸の周りで踊っているときに、Dr. Hayashiが思い出したDr. Fujikawaの最後の言葉は何でしたか」 第5段落第2文参照。



◆ 問題 ◆ 21 - 4 - 18

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

(神奈川県 2009 年度)



average temperatures 平均気温

Question What can we say from the graph?

1. January was the coldest month in City A and City B in 2007.
2. City A was always hotter than City B from March to December in 2007.
3. City A in July was hotter than City B in September in 2007.
4. City B in December was colder than City A in November in 2007.

◆ 解答用紙 ◆

◆ 解答 ◆

3

◆ 解説 ◆

3. 「2007年には、A市の7月はB市の9月よりも暖かかった」 グラフと一致する。

◆ 問題 ◆ 21 - 4 - 19

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

(神奈川県 2009 年度)

Tom finished reading a book called Japanese Winter in January in 2008. In February in 2008, he started to read a book called Summer Sun, but it was very long. He stopped reading it and started to read two \*short books called Exciting Soccer and Sports in the World. After he finished reading these short books, he read a book called My Dream. When he finished reading it in March in 2008, he started to read a book called Beautiful Earth but he couldn't finish it. He is going to read Summer Sun and Beautiful Earth during the summer vacation in 2009.

short 短い

Question How many books did Tom finish reading from January in 2008 to March in 2008?

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

◆ 解答用紙 ◆

◆ 解答 ◆

2

◆ 解説 ◆

Question は「2008年の1月から3月までに、Tomは何冊の本を読み終えましたか」 Tomが読み終えたのは Japanese Winter, Exciting Soccer, Sports in the world, My Dream の4冊。

◆ 問題 ◆ 21 - 4 - 20

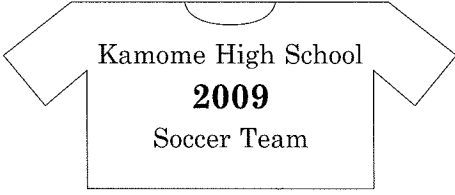
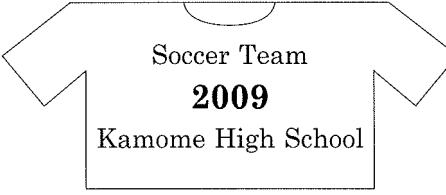
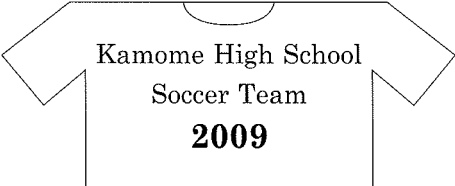
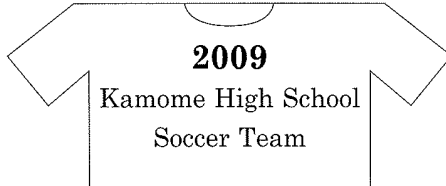
次の英文について、あとのQuestionの答えとして最も適するものを、1～4の中から一つ選び、その番号を書きなさい。

(神奈川県 2009年度)

Masao \*designed a \*soccer shirt for his team. First, he \*drew “2009” on the soccer shirt. Under “2009,” he drew “Soccer Team.” Then he drew “Kamome High School.” “2009” is seen between “Kamome High School” and “Soccer Team.”

designed ～ ～をデザインした      soccer shirt サッカー用シャツ      drew ～ ～を描いた

Question Which is the soccer shirt Masao designed?

1.  2. 
3.  4. 

◆ 解答用紙 ◆

◆ 解答 ◆

1

◆ 解説 ◆

Questionは「Masaoがデザインしたサッカー用シャツはどれですか」第3文と最終文から判断できる。

◆ 問題 ◆ 21 - 4 - 21

次の英文は、中学生のヒロシ (Hiroshi) が自分の夢について書いたスピーチの原稿です。英文を読んで、あとの問1～問7の問いに答えなさい。

(新潟県 2009年度)

Do you have a dream? I have one. I would like to talk about my dream.

There is a hospital near my house. When I become sick, I always go there to see a doctor. The doctor is Mr. Nojima. I like him because he is kind and teaches me many things. He is always kind to people who come to his hospital, so he is liked by them. He does three things when he sees his patients.

First, when Mr. Nojima sees his patients, he asks them about their hobbies. One day, when I became sick, I went to see him. He asked me, “What is your hobby?” I was surprised a little and said, “I like reading.” Then, he said to me, “Who is your favorite writer?” I told him the name of my favorite writer. One week later, I went to the hospital to see him again. When Mr. Nojima saw me, he smiled and said, “Oh, I read a book written by your favorite writer. It was a lot of fun.” I was really surprised to hear that, and I became ( B ). Mr. Nojima said to me, “Having good communication with patients is the first step when doctors see them. We must be interested in our patients.”

Second, Mr. Nojima wears a colored coat in the hospital. Usually, doctors wear a white coat and “white” has a ( C ) meaning like “new” or “clean,” but he thinks that some patients are afraid of a doctor who wears a white coat. So he always wears a colored coat. He wants his patients to talk to him easily by wearing a colored coat. I think this is a good idea.

Third, E. Sick people often talk about their problems and he doesn't stop them. One day, a woman visited his hospital. She had a headache for a long time. She told him about her hard life. It was a long story. When she finished talking, he said, “I understand you. You are great because you are fighting against your headache.” When the woman heard it, she smiled and said, “Thank you. I'm very happy because you understand my feelings. I still have a headache, but I feel much better now.”

Mr. Nojima said to me, “When doctors take care of sick people, we should always try to listen to them very well and understand their feelings.”

Now, I'll tell you my dream. I want to be a doctor like Mr. Nojima. When I told this to him, he said to me, “To become a doctor, you have to study hard and you should try to be kind to others. And you should never give up your dream. This is the most important thing.” I know it is not easy but I will do my best.

注 patient 患者	hobby 趣味	writer 作家	step 一歩
wear 着ている	colored 色のついた	coat 上着	meaning 意味
clean 清潔な	easily 容易に	fight against ～ ～とたたかう	
feelings 気持ち	give up あきらめる	do my best 最善をつくす	

問1 下線部分Aについて、ノジマ先生 (Mr. Nojima) はなぜそのような質問をしたのか、その理由として最も適当なものを、次のア～エから一つ選び、その符号を書きなさい。

- ア Because Mr. Nojima didn't need to have much communication with Hiroshi.
- イ Because Mr. Nojima wanted to have good communication with Hiroshi.
- ウ Because Mr. Nojima didn't have any hobbies and tried to find one.
- エ Because Mr. Nojima wanted Hiroshi to read more books about hobbies.

問2 文中のB、Cの ( ) の中に入る最も適当な語を、次のア～エからそれぞれ一つずつ選び、その符号を書きなさい。

- |   |             |            |         |        |
|---|-------------|------------|---------|--------|
| B | ア afraid    | イ famous   | ウ happy | エ sad  |
| C | ア difficult | イ favorite | ウ warm  | エ good |

問3 下線部分Dの内容を、具体的に日本語で書きなさい。

問4 文中のEの  の中に入る最も適当なものを、次のア～エから一つ選びその符号を書きなさい。

- ア Mr. Nojima always tries to listen to his patients very well
- イ Mr. Nojima always tries to talk about his own hobby
- ウ Mr. Nojima likes talking and he never listens to his patients
- エ Mr. Nojima never smiles and he stops his patients when they speak

問5 下線部分Fについて、その女性はなぜそのように言ったのか、その理由として最も適当なものを、次のア～エから一つ選び、その符号を書きなさい。

- ア ノジマ先生が診察をしてくれて、自分の病名がわかったから。
- イ ノジマ先生が出してくれた薬を飲んで、自分の病気が治ったから。
- ウ ノジマ先生が、趣味に関するおもしろい話をしてくれたから。
- エ ノジマ先生が、話をよく聞いてくれ、自分の気持ちを理解してくれたから。

問6 ヒロシがノジマ先生に自分の夢を話したとき、ノジマ先生が、その夢をかなえるためヒロシに助言してくれたことを、三つ日本語で書きなさい。

問7 次の①～③の問いに対する答えを、それぞれ3語以上の英文で書きなさい。

- ① Why is Mr. Nojima liked by people who come to his hospital?
- ② Does Mr. Nojima think all patients are afraid of a doctor wearing a white coat?
- ③ What problem did the woman have for a long time?

◆ 解答用紙 ◆

問1			
問2	B		C
問3			
問4			
問5			
問6	・		
	・		
	・		
問7	①		
	②		
	③		

◆ 解答 ◆

問1	イ		
問2	B	ウ	C エ
問3	(正答例) 患者が話しやすいように、色のついた上着を着ること。		
問4	ア		
問5	エ		
問6	(正答例) ・ 一生懸命に勉強すること。 ・ 他の人に親切にしようとする事。 ・ 自分の夢を決してあきらめないこと。		
問7	①	Because he is always kind to them.	
	②	No, he doesn't.	
	③	She had a headache.	

◆ 解説 ◆

- 問1 第3段落最後から2文目参照。  
 問2 C like “new” or “clean” (「新しい」とか「清潔な」のような) とあることから考える。  
 問4 直後の文から判断する。  
 問6 最終段落第3, 4文参照。  
 問7 ① 問いは「なぜノジマ先生は病院へ来る人たちに好かれるのですか」。第2段落最後から2文目参照。  
 ② 問いは「ノジマ先生は、すべての患者が白衣の医者を怖がっていますか」。第4段落第2文参照。  
 ③ 問いは「その女性は長い間どんな問題を抱えていましたか」。第5段落第4文参照。

◆ 問題 ◆ 21 - 4 - 22

健二 (Kenji) さんのクラスでは、英語の授業で「学校での読書と家での読書とではどちらが好きか」について話し合いました。健二さんは次の原稿の [2] 段落と [3] 段落で学校での読書が好きな理由を説明しています。その理由をそれぞれの段落について日本語でまとめ、解答欄に合う形で書きなさい。

(富山県 2009 年度)

[1]

I like reading books at school better than reading books at home. I would like to tell you why I think so.

[2]

First, it isn't easy to read books at home. I usually feel very tired when I get home after my \*club activity. I sometimes try to read a book before I go to bed, but it's difficult. But at school I feel fine and can read books before classes and after lunch, or during a \*break between classes.

[3]

Second, it's very easy to find a new book at school. My friends and I often talk about the books we are reading at school. When I have finished reading a book, I can talk to my friends and \*borrow a book \*easily. I can go to the school library, too. It's not easy to get a new book at home.

[4]

So I like reading books at school better.

注 club activity 部活動 break 休憩時間 borrow 借りる easily 容易に

◆ 解答用紙 ◆

[2] 段落	家では ( ) のため、本を読むのが難しいが、学校では元気で、 ( ) や休憩時間などに読書ができる。
[3] 段落	学校では、 ( ) ことや、 ( ) ことにより、新しい本を容易に見つけることができる。

◆ 解答 ◆

[2] 段落	家では (部活動での疲れ) のため、本を読むのが難しいが、学校では元気で、(授業前や昼食後) や休憩時間などに読書ができる。
[3] 段落	学校では、(友人から借りる) ことや、(図書室に行く) ことにより、新しい本を容易に見つけることができる。

◆ 解説 ◆

◆ 問題 ◆ 21 - 4 - 23

真理子 (Mariko) さんは、英語の授業でスピーチをすることになりました。次のスピーチ原稿を読んで、あとの問いに答えなさい。

(富山県 2009 年度)

Do you know that there are many \*adults who study at high school or college? Some high schools and colleges give them subjects they can study with the students there. They can study art, history, languages and so on.

My \*grandfather is 66 years old now and studies Chinese with high school students once a week. When he was 18 years old, he finished high school and began to work. Last year he left his job and he doesn't have to work. He has had a lot of free time since then. He likes reading books, so he often goes to the library.

One evening, when my family was eating dinner, he said to us suddenly, "Next week I will start to go to high school again to study Chinese." We were very surprised. And I said to him, "Why did you decide to do so?" He said to us, "I made a lot of friends at the library. Two weeks ago I met one of them there and he showed me a \*pamphlet about a school. At the school he is studying English and how to use computers with high school students. His family was very poor when he was young. He was the oldest of his brothers and sisters. He wanted to go to high school, but he began to work to help his parents after he finished junior high school. It was his dream to go to high school for a long time. I know a lot of adults are studying with high school students. And I know that a Chinese class is given to adults at his school. I want to learn about China because I worked with some people from China. They could speak Japanese a little, but I didn't hear much about China from them. I learned some Chinese words from them, but ① ( me / wasn't / for / it / speak / easy / to ) with them in Chinese. I wasn't happy at that time. It's very sad if we can't \*communicate with friends well. So I really wanted to learn Chinese. They went back to China two years ago. I really want to visit them and talk to them about a lot of things. I have decided to study it. I think it's difficult to study because I'm not very young. But I don't think ( ② ). People can study \*at any time. Don't you think so?"

I \*am proud of my grandfather because he is \*making his efforts to study Chinese. He watches language programs on TV and listens to the radio. He is studying it very hard. And it makes him very happy. I also want to study Chinese and learn about the country. I hope I will go to China with him and have a good time \*some day.

注 adult 大人 grandfather 祖父 pamphlet パンフレット  
 communicate with～ ～とコミュニケーションをとる at any time いつでも  
 be proud of～ ～を誇りに思う make his effort (彼が) 努力する some day いつか

- (1) ①の ( ) 内の語を、意味が通るように並べ替えなさい。
- (2) 真理子さんの祖父と祖父の友人が、高校で学ぶ理由や思いを下の表にまとめました。空欄にあてはまる日本語を書きなさい。

人 物	高校で学ぶ理由や思い
真理子さんの祖父	( ) という願いをかなえたい。
祖父の友人	( ) ので、高校で学びたかった。

- (3) ( ② ) に入る最も適切なものを、次のア～エから選んで記号で答えなさい。
- ア it's too expensive      イ I'm too young      ウ it's too late      エ I'm too happy
- (4) 次の質問に英語で答えなさい。
- What makes Mariko's grandfather happy?
- (5) 本文の内容に合うものを、次のア～オから2つ選んで記号で答えなさい。
- ア Mariko's grandfather started to study English when he was 66 years old.  
 イ Mariko's family showed her grandfather a pamphlet about classes for adults.  
 ウ Mariko's family was surprised when her grandfather decided to study Chinese.  
 エ Mariko's grandfather watches language programs on TV and listens to the radio to study Chinese.  
 オ Mariko's dream is to go to China with her grandfather to see her friends some day.

◆ 解答用紙 ◆

(1)	
(2)	( ) という願いをかなえたい。
(2)	( ) ので、高校で学びたかった。
(3)	
(4)	
(5)	

◆ 解答 ◆

(1)	it wasn't easy for me to speak	
(2)	(中国へ行き、一緒に働いていた中国人の友人と中国語で話す) という願いをかなえたい。	
	(家が貧しく、両親を助けるために、中学卒業後に働き始めた) ので、高校で学びたかった。	
(3)	ウ	
(4)	Studying Chinese makes him happy. など	
(5)	ウ	エ

◆ 解説 ◆

- (1) It is ... for - to ~. = 「-にとって~することは…です」  
 (2) 真理子さんの祖父：第3段落最後から6文目参照。 祖父の友人：第3段落第7文と第9文参照。  
 (3) 「しかし、遅すぎるとは思いません」  
 (4) 質問は「何が真理子さんの祖父を喜ばせますか」。最終段落第4文の it が何を指すかを考える。  
 (5) ウ「真理子さんの家族は祖父が中国語を勉強することに決めたとき、驚きました」第3段落第1, 2文参照。  
 エ「真理子さんの祖父は中国語の勉強するために、テレビの言語番組を見て、ラジオを聞きます」最終段落第1, 2文参照。

◆ 問題 ◆ 21 - 4 - 24

中学生の健太 (Kenta) さんが書いた次の英作文を読んで、あとの各問に答えなさい。

(石川県 2009 年度)

On my way to school, there is an old man with a yellow flag at a crosswalk. He uses it to stop the cars and watches us as we walk across the street. Every day he says good morning to the children. Some of them say, "Good morning," in a cheerful voice, but some say it in a very small voice and just walk by him. I was one of them.

One day I caught a cold and stayed in bed for three days. After I got better, I walked to school. He said to me, "I didn't see you for a few days. Are you OK today?" I was surprised! He remembered my face!

A week later, there was a meeting at school and two police officers came. They told us how to ride a bike safely and to be very careful at crosswalks. Then three traffic safety volunteers were introduced. One of them was the old man who said, "Are you OK today?" He said, "I am Sakai Hiroshi. Every morning, your cheerful voices and smiles make me happy. Seven years ago, when I was driving in the morning, I was not very careful and my car almost hit a little girl. She was surprised and started to cry. I got out of my car and tried to talk to her, but she just ran away. I felt very sorry because I couldn't say anything to her. She was as old as my granddaughter, and I still remember her crying face. After that, I wanted to do something for children, so I started to work as a volunteer for children's safety and watch them on their way to school."

I was impressed and thought about many things. He had a bad experience, but he started volunteer work after that. He watches us every day, even when it rains or snows. He remembers our faces, too. There are also many other volunteers around me. I knew my family, my friends and my teachers think about me, but I didn't know other people do, too. I am watched by many people in my community! When I learned this, my heart became warm. I felt a strong connection with them.

The next morning, I said in a loud voice with a smile, "Good morning, Mr. Sakai. Thank you very much."

注 flag 旗	crosswalk 横断歩道	cheerful 元気な	voice 声
safely 安全に	traffic 交通	safety 安全	
almost hit ~ ~にぶつかりそうになった	granddaughter 孫娘		
experience 経験	even when ~ ~のときでさえ	community 地域社会	
connection つながり			

問1 次の(1)~(3)について、Bの文がAの質問の答えになるように、それぞれの下線部にあてはまる適切な英語を書きなさい。

(1) A: Why was Kenta surprised when Mr. Sakai talked to him on his way to school?  
B: Because Mr. Sakai \_\_\_\_\_.

(2) A: \_\_\_\_\_ the police officers talk about at the meeting?  
B: They talked about traffic safety.

(3) A: When does Mr. Sakai feel happy?  
B: He feels happy when he hears students' cheerful voices and \_\_\_\_\_.

問2 坂井 (Sakai) さんが、子どもたちのために何かしたいと思うようになったのは、どのようなことがあったからですか。そのときの坂井さんの気持ちも含め、日本語で書きなさい。

問3 健太さんが温かい気持ちになったのは、どのようなことがわかったときですか。日本語で書きなさい。

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

- ア Kenta sees a police officer with a yellow flag at a crosswalk on his way to school.
- イ Kenta stayed home for three days because he was sick.
- ウ Kenta knew why Mr. Sakai started to work as a volunteer before the meeting.
- エ Mr. Sakai doesn't remember the girl's crying face because seven years have passed.
- オ The next morning after the meeting, Kenta said good morning to Mr. Sakai in a bigger voice than before.

問5 次の文は、健太さんの作文を読んだ真理子さんの感想です。真理子さんの立場になり、(1)には3語の、(2)には3語以上の英語を書きなさい。

I've learned that there are many people who watch us in my community. When I see the traffic volunteers tomorrow, I'll \_\_\_\_\_ (1) \_\_\_\_\_ to them like Kenta. Also, I'd like to do something for the community. For example, I think I can \_\_\_\_\_ (2) \_\_\_\_\_.



◆ 解答用紙 ◆

問 1	(1)	Because Mr. Sakai ( ) .
	(2)	( ) the police officers talk about at the meeting?
	(3)	Hr feels happy when be hears students' cheerful voices and ( ) .
問 2		
問 3		
問 4		
問 5	(1)	
	(2)	

◆ 解答 ◆

問 1	(1)	remembered his face	
	(2)	What did	
	(3)	sees their smiles	
問 2	車の運転中に、不注意から、孫と同じ年頃の幼い女の子にぶつかりそうになったが、その子が泣きながら走り去ったため声もかけられず、とても申し訳なく思ったことがあったから。		
問 3	自分が、地域社会の多くの人たちに見守られていること。		
問 4	イ	オ	
問 5	(1)	say thank you など	
	(2)	clean the park near my house など	

◆ 解説 ◆

- 問 1 (1) A の質問は「学校へ行く途中に坂井さんが話しかけたとき、どうして健太さんは驚きましたか」。第 2 段落最後の 2 文参照。
- (2) B の返答から、「何について話しましたか」とたずねていることがわかる。
- (3) 第 3 段落第 6 文参照。<make+目的語+形容詞>=「(目的語)を～にする」
- 問 2 第 3 段落第 7～11 文の内容をまとめる。
- 問 3 第 4 段落最後から 3, 2 文目参照。
- 問 4 ア 「健太さんは学校へ行く途中に横断歩道のところで、黄色い旗を持っている警察官を見かけます」 黄色い旗を持っているのは警察官ではなく、坂井さん。
- イ 「健太さんは病気だったので、3 日間家にいました」 第 2 段落第 1 文参照。
- ウ 「健太さんはなぜ坂井さんがボランティアとして働き始めたかを、集会の前に知っていました」 集会で話を聞いて知った。
- エ 「7 年経ったので、坂井さんはその少女の泣き顔を覚えていません」 坂井さんはいまでもまだ覚えている。
- オ 「集会の次の朝、健太さんは以前よりも大きな声で、坂井さんにおはようございますと言いました」 最終段落第 1 文参照。
- 問 5 (1) 文末に like Kenta (健太さんのように) とあるので、本文最終段落を参照して考える。
- (2) 地域社会のために自分ができると思うことを書けばよい。

◆ 問題 ◆ 21 - 4 - 25

次の英文を読んで、あとの問いに答えよ。

(福井県 2009 年度)

There was a small town in the north of Japan. Only seven thousand people lived there. This town didn't have much money to make their lives much better. There were not many people working in the town hall. But they worked very hard without holidays to make life in the town better. The town people thanked them very much, so they helped the town hall through volunteer activities. Some of them cleaned the roads and others made the chairs for people waiting for trains at the station. Everyone in the town worked together for their town.

In this town there was a very small library and there were not many books there. The town people wanted a big library. They knew it was very expensive to build a library building. They also knew the town hall didn't have enough money to build one. There was an old building in the town. It was built 40 years ago. Then people working for the town hall decided to use it as a town library. They asked people all over the country to give used books to the town hall. Then the town hall got many books it needed for the library. The town people also helped the town hall to make their library. For example, they cleaned the old building and arranged the books. Thanks to many used books and the help of the town people, the town had a new big library. These small efforts of many people made the town library.

Here is another small effort of many people on the Internet. There is a website that has pictures of many things. These are the things people do not use anymore. When they don't need a thing, they take a picture of it and send the picture to the website. Then the website shows the picture on the Internet. If people find a thing they want to use, they can borrow it from the person who has it. When they finish using it, they send it back. Then other people find and borrow it on the website. There are two good things about this website. You don't need money to borrow a thing. You don't have to dump the things you don't need anymore. This system has just started on the Internet, but it will be more popular.

Now you have learned the examples of the town library and the website. There are many other activities to use things again. But do you always have to join them? The answer is "No." There are simple and easy things you can do. Look at things around you. When you dump some of them, please think like this, "Can I still use this?" When you buy something new, please ask yourself, "Do I really need this?" These are just a few examples. It is important to think about the things you can do from your own view. You don't have to do a big thing. You can do small things. If all of you begin to do small things, they will become a big thing someday.

注 arranged～ arrange (～を並べる) の過去形 effort(s) 努力  
website ウェブサイト (インターネット上で情報を公開している場所)

問1 本文の内容に合うものを、次のア～オの中から2つ選び、記号で答えよ。

- ア The town people did volunteer activities for their town.
- イ Although there were a lot of books, the town had no big library.
- ウ Thanks to the small efforts of many people, the town had a new library.
- エ You need a lot of money to get used things on the website.
- オ You must think about a big thing when you begin something.

問2 本文の内容について、次の質問に英語で答えよ。

- ア How many people lived in the small town?
- イ Did people in the town build a new building for a library?

問3 町役場の人々が新しい図書館のために行ったことが2つ述べられている。それらを日本語で書け。

問4 本文中のウェブサイトを利用してテレビゲームを借りるときの手順になるように、(a)～(d)に入るものを次のア～エの中から選び記号で答えよ。

When you want a video game, you don't have to buy a new one.

↓

(a)

↓

(b)

↓

(c)

↓

(d)

- ア If you find the video game, you choose it.
- イ When you finish playing the video game, you send it back to the person.
- ウ You visit the website to look for the video game.
- エ The person who has the video game sends it to you.

問5 本文中のウェブサイトを利用するときの利点が2つ述べられている。それらを日本語で書け。

問6 物を大事にするために、簡単にできることが例として2つ述べられている。それらを日本語で書け。

◆ 解答用紙 ◆

問1		
問2	ア	
	イ	
問3	・	
	・	
問4	(a)	
	(b)	
	(c)	
	(d)	
問5	・	
	・	
問6	・	
	・	

◆ 解答 ◆

問1	ア	ウ
問2	ア	(Only) seven thousand people (did).
	イ	No, they didn't.
問3	・ 40年前に建てられた古い建物を利用した。	
	・ 全国の人々に中古の本を（ゆずって）くれるように頼んだ。	
問4	(a)	ウ
	(b)	ア
	(c)	エ
	(d)	イ
問5	・ 物を借りるのにお金を必要としない。	
	・ もう必要でなくなった物を捨てる必要がない。	
問6	・ 物を捨てるときに、まだ使えるのではないかと考えてみること。	
	・ 何か新しいものを買うときに、本当に必要か自分自身にたずねてみること。	

◆ 解説 ◆

- 問1 ア 「町の人々は自分たちの町のために、ボランティア活動をしました」 第1段落最後から3文目参照。  
 イ 「たくさん本はありましたが、町には大きな図書館がありませんでした」 本の数も多くはなかった。  
 ウ 「多くの人たちの小さな努力のおかげで、町には新しい図書館ができました」 第2段落最終2文参照。  
 エ 「ウェブサイトで中古品を手に入れるには、たくさんのお金が必要です」 無料で借りることができる。  
 オ 「何かを始めるときには、大きなことを考えなければなりません」 最終段落最終文の内容と合わない。
- 問2 ア 質問は「その小さな町には何人の人が住んでいましたか」。第1段落第2文参照。  
 イ 質問は「町の人たちは図書館のための新しい建物を建てましたか」。古い建物を利用したので、新しい建物は建てていない。第2段落第5, 7文参照。
- 問3 第2段落第5～8文の内容をまとめる。<ask+目的語+to ~>=「(目的語) に～するように頼む」
- 問4 ウ 「テレビゲームを探すために、ウェブサイトを訪れます」 → ア 「テレビゲームが見つければ、それを選びます」 → エ 「そのテレビゲームを持っている人がそれをあなたに送ります」 → イ 「テレビゲームをし終えたら、その人に送り返します」 第3段落第6, 7文参照。
- 問5 第3段落最後から3, 2文目に述べられている。don't [doesn't] have to ~ = 「～する必要はない」
- 問6 最終段落第7, 8文に述べられている。



問5 次の英文はスピーチの内容を要約したものです。( A ) ~ ( D ) の中に、最も適当な英語を一語ずつ書きなさい。

Yumi made a speech about different kinds of communication. Talking with people is called “face-to-face communication,” and e-mail is a kind of “indirect communication.” “Indirect communication” is useful because it is ( A ) and fast. But there are also ( B ) when we use it. Yumi thinks that we can ( C ) people better when we see their faces and hear their voices in communication. So she wants to say that “face-to-face communication” is ( D ) important than “indirect communication.”

問6 段落⑦の下線部のように問われたとき、あなたならどう答えますか。一つの英文で書きなさい。また、その理由を二つの英文で書きなさい。

◆ 解答用紙 ◆

問1	a		b	
	c			
問2	段落①		段落③	
	段落⑤			
問3				
問4				
問5	A		B	
	C		D	
問6	[答え]			
	[理由]			

◆ 解答 ◆

問1	a	ウ	b	エ
	c	イ		
問2	段落①	イ	段落③	エ
	段落⑤	ア		
問3	ウ		エ	
問4	ウ			
問5	A	easy	B	problems
	C	understand	D	more
問6	[答え] (例) I like “face-to-face communication” better.			
	[理由] (例) I enjoy talking with my friends at school. _____			
	It is important for me to see their faces.			
	[答え] (例) I like “indirect communication” better.			
[理由] (例) I am happy when I get e-mail from my friends. _____				
It is fun for me to read their words.				

◆ 解説 ◆

- 問1 a 質問は「新しい種類の通信手段とは何ですか」。①段落第3文参照。  
 b 質問は「由実自分たちがどのように感じているかを、電子メールでいつも表すことができると思っていますか」。④段落第2, 3文参照。Does でたずねられているので, does を使って答える。  
 c 質問は「由実はいつかオリの話を聞きましたか」。⑥段落第2文と第5文参照。
- 問2 ① 段落 “face-to-face communication” と “indirect communication” について述べられている。  
 ③ 段落 “indirect communication” の問題の具体例を挙げている。  
 ⑤ 段落 父親の言葉で立ち直った経験が書かれている。
- 問3 ア 「由実はスピーチの中で自分自身の携帯電話について話していました」 そのようなことについては話していない。  
 イ 「私たちは外国に住んでいる人々に電子メールを送ることはできません」 ②段落最後から2文目の内容と合わない。  
 ウ 「悪い方法でインターネットを使う人たちがいます」 ③段落第3文参照。  
 エ 「由実はカオリの笑顔を見たとき、うれしく思いました」 ⑥段落最終文参照。  
 オ 「由実は電子メールが最もよい通信手段であると思っています」 ⑦段落最後から2文目の内容と合わない。
- 問5 A ②段落第2文参照。  
 B ③段落第1文参照。  
 C ⑦段落第4文参照。  
 D ⑦段落最後から2文目参照。
- 問6 まず, “face-to-face communication” と “indirect communication” のどちらが好きかを答える。次にその理由を2文に分けて書くこと。

◆ 問題 ◆ 21 - 4 - 27

次の英文は、ALTの先生が全校集会で語ったスピーチの原稿です。1950年代(1950s)に、越えがたい壁(brick wall)にあきらめる(give up)ことなく挑戦したある医学生についての話です。英文を読んで、各問いに答えなさい。

(長野県 2009年度)

Do you know what a 'brick wall' is? When you have something difficult to do, we say, "You \*hit a brick wall." I want to talk about a student who tried to break his brick walls.

In the early 1950s, \*running a mile \*within four minutes was called 'the four-minute mile'. ①It (the / to / most / wall / difficult / was) break. A lot of people in the world said, "No one can run a mile within four minutes." In \*England there was a student who was studying in a hospital to be a doctor and also trying to break the four-minute mile. This student wanted to \*realize \*both. He was very busy and could use only 35 minutes after lunch for running. There were not any \*coaches around him. He tried very hard ② his time was always more than four minutes.

[A] He \*almost gave up his dream.

One day one of his friends \*introduced a coach to the student. He said to the coach, "It is very hard for me to realize two dreams."

"Don't give up. It is important for you to believe you can do both. If you give up, you can't realize them," the coach answered. [B]

These words \*moved the student. At first his time was not so good, but he believed the coach and kept running even on rainy days or snowy days. [C]

After the student started \*training with his coach, he had a big \*race. He \*was afraid of the race ③ he thought the four-minute mile was a very high wall for him. When he walked to the \*starting line, the coach said to him, "There is nothing you can't do if you believe you can."

The race started. First \*lap, second lap,.... He became very tired but didn't give up. And in the last lap, he \*got into the lead. He finished the race and fell down. An \*announcer shouted, "The time is ④ minutes, fifty-nine \*seconds..." [D]

This student became the first \*runner to break the four-minute mile. After he broke it, he became a doctor. [E] Then he said, "You can break any brick wall if you believe in \*yourself."

What is your brick wall? When you hit a brick wall, remember this story. Don't give up your dream. If you believe in yourself, you can break your brick wall.

注 hit ぶつかる run a mile 1マイル(約1609m)を走る within ~ ~以内で  
 England イングランド realize 達成する both 両方 coach(es) コーチ  
 almost ほとんど introduced 紹介した moved 動かした training トレーニング  
 race レース was afraid of ~ ~を恐れた starting line スタートライン  
 lap 周 got into the lead 先頭に立った announcer 放送係 second(s) 秒  
 runner ランナー yourself あなた自身を

問1 下線部①の文が、意味の通る英文になるように、( )内の6語を正しく並べかえて書きなさい。

問2 ②と③に当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～エから1つ選び、記号を書きなさい。

- ア ② but ③ if イ ② but ③ because  
 ウ ② so ③ if エ ② so ③ because

問3 本文の内容について、次の(a), (b)の質問に英語で答えなさい。答えは、本文中からそれぞれ適切な1か所を抜き出し、( )内に1語ずつ書きなさい。ただし、文の先頭にくる語は大文字で始めなさい。

- (a) Who introduced a coach to the student?  
 — ( ) ( ) ( ) ( ) did.  
 (b) What were the two brick walls the student tried to break?  
 — To break the four-minute mile and to ( ) ( ) ( ) were.

問4 本文の流れに合うように、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 次の1文が入る最も適切な位置を、本文中の[A]～[E]から1つ選び、記号を書きなさい。

He said, "I don't think I can do both."

問6 本文の内容と合っているものを、次のア～カから2つ選び、記号を書きなさい。

- ア In the early 1950s, many people thought breaking the four-minute mile was easy.  
 イ Having time for running was easy for the student because he was so busy in the hospital.  
 ウ The coach told the student to give up studying in the hospital if he wanted to break the four-minute mile.  
 エ It was hard for the student to make his time better, so he asked his coach to run a mile with him.  
 オ The student believed the words the coach said and didn't stop running even on rainy days or snowy days.  
 カ The runner who first broke the four-minute mile was a student in England.

問7 恵子さんは、このスピーチを聞いた後、下のように英語で感想を書きました。次の各問いに答えなさい。

- (a) [ ]に共通して当てはまる最も適切な語を、本文中からアルファベット5文字の単語を1語抜き出して書きなさい。  
 (b) 下線部の日本語を英語13語以内で書きなさい。ただし、she'sなどの短縮形は1語として数え、符号は語数に含めません。

I listened to a very interesting story today. It was about a brick wall. I think I will hit many brick walls, but I want to break them. Having a [ ] is very important for us. I want to be a nurse. This is my [ ]. It is not easy for me to be a nurse, but わたしは、この越えがたい壁 (brick wall) を破ることができると思っています。

◆ 解答用紙 ◆

問1	It ( ) ( ) ( ) ( ) ( ) ( ) break.	
問2		
問3	(a)	( ) ( ) ( ) ( ) did.
	(b)	To break the four-minute mile and to ( ) ( ) ( ) were.
問4		
問5		
問6		
問7	(a)	
	(b)	

◆ 解答 ◆

問1	was the most difficult wall to	
問2	イ	
問3	(a)	One of his friends
	(b)	be a doctor
問4	three	
問5	[A]	
問6	オ	カ
問7	(a)	dream
	(b)	(例1) I believe that I can break this brick wall (例2) I'm sure that I will be able to break this brick wall

◆ 解説 ◆

- 問1 「(それは破る) のが最も難しい壁でした」
- 問2 ② 前後の内容から、どのようなつながりになるかを考える。  
③ ③以下の部分で理由を述べている。
- 問3 (a) 質問は「だれがその学生にコーチを紹介しましたか」。第3段落第1文参照。  
(b) 質問は「その学生が破ろうとした2つの越えがたい壁とは何でしたか」。第2段落第4文参照。
- 問4 直後の文に着目して考える。
- 問6 オ「その学生はコーチの言った言葉を信じ、雨の日や雪の日でも走るのをやめませんでした」 第5段落参照。  
カ「'the four-minute mile' を最初に破った走者はイギリスの学生でした」 第2段落第4文と最後から2段落目第1文参照。
- 問7 (b) 「～と信じている」は I believe (that) ～. や I'm sure (that) ～. または I'm sure of ～ing. と表せばよい。



◆ 問題 ◆ 21 - 4 - 28

健 (Ken) の通う中学校の英語の授業では、家から持ってきた宝物 (treasure) を見せながら説明し合う活動をしています。次の英文は、健がその活動で発表をしたときのものです。問1～問7の問いに答えなさい。

(岐阜県 2009 年度)

This is ① a photo taken by my father on the sports day when I was ten years old. In this photo I'm running in the 50-meter race. Can you tell which boy is me? This fourth one is me. This photo is my treasure. Why? I'd like to talk about it.

One day, I said to my father, "I don't want to join the sports day because I have to run in the 50-meter race. I can't run fast." He asked me, "1" I answered, "No I haven't. I am not good at sports." He said, "I don't want you to say such a thing." I felt a little sad. He said, "If you practice running every day, you can run faster." I could not believe ② it. He said, "You have a lot of time before the sports day. I can help you, Ken. 2" I said, "OK."

We started to practice running together in the park near our house the next day. My father ran very fast. It wasn't easy for me to run after him. I got tired soon. I asked him, "Why can you run so fast?" He answered, "Well, I was a member of the track and field club when I was a high school student." I said, "Oh, really? 3" He said, "Sure. You should move your arms more quickly. Also, don't look at the ground when you're running." My father knew a lot about running. I practiced for three weeks because my father always supported me. Just before the sports day, he said, "Ken, you have practiced so hard. Now you can run faster. But I want you to remember an important thing." He looked at me and said, "Don't stop running before getting to the finish line."

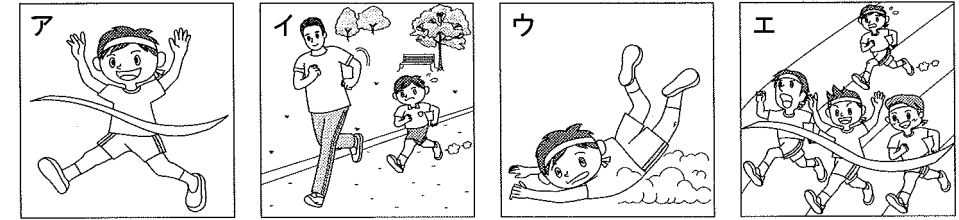
The sports day came. I looked for my father but I could not find him. The race began. I started to run. I felt I was running very fast. After running about thirty meters, I thought I would win the race. Just then, I fell down on the ground and saw the other three students passing me. I was so sad and could not get up. Then I saw my father's face near the finish line. He was looking at me. Suddenly I remembered ③ his words. I got up and started running again. I could not run fast because I injured my knee. But I tried to run very hard and I got to the finish line.

A few days later, he showed me this photo and said, "I like this photo very much. Do you know why, Ken? I took it because I was so happy." I said, "But I could not win the race." He said, "That's not important. I was happy because you didn't stop running after falling down." I said, "I remembered your words, "Don't stop running before getting to the finish line." So I got up and ran again." He smiled and gave this to me.

I always look at this photo when I have some problems. Then I remember the race and I can do my best. Thank you for listening

注 sports day 運動会      race 競走      be good at～ ～が得意である  
 track and field club 陸上部      remember 思い出す, 覚えている  
 the finish line ゴールライン      win 勝つ      fall down 倒れる      pass 追い越す

問1 下線部①にあたるものを、ア～エの中から一つ選び、その符号を書きなさい。



問2 1 ～ 3 に入る文の組み合わせとして最も適切なものを、次のア～エの中から一つ選び、その符号を書きなさい。

- A How about running with me every day after dinner?
  - B Can you teach me how to run fast?
  - C Have you ever tried to run faster?
- ア 1—A    2—B    3—C                      イ 1—B    2—C    3—A  
 ウ 1—C    2—A    3—B                      エ 1—C    2—B    3—A

問3 下線部②は、どのようなことをさしていますか。本文の内容に即して、日本語で書きなさい。

問4 下線部③について、健のお父さんが話した内容を、日本語で書きなさい。

問5 次の質問に対する答えを、本文の内容に即して、英語で書きなさい。ただし、解答用紙の \_\_\_\_\_ の部分には一語ずつ書くこと。

How long did Ken practice running with his father before the sports day?

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

- ア Ken's father was very sad because Ken could not win the 50-meter race.
- イ Ken's father was happy because Ken didn't stop running after falling down.
- ウ Ken's father didn't take any photos because he was very tired on the sports day.
- エ Ken's father told Ken to talk to everyone about the photo in the English class.

問7 次の英文は、健の発表について、ALT (外国語指導助手) のグリーン先生が書いたコメントです。( ① ), ( ② ) に入れるのに適切な英語を、本文中から抜き出して一語ずつ書きなさい。ただし、( ) 内に示されている文字で書き始め、その文字も含めて答えること。

Before listening to your story, I didn't know why the photo you (①s) us was your treasure. Now, I really understand. I believe your father gave you a wonderful treasure because you can remember an (②i) thing about life.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	For _____ .
問6	
問7	①
	②

◆ 解答 ◆

問1	エ
問2	ウ
問3	毎日走る練習をすれば、より速く走ることができるようになるということ。
問4	ゴールラインに着くまで、走ることをやめてはいけないということ。
問5	For <u>three weeks</u> .
問6	イ
問7	① showed
	② important

◆ 解説 ◆

- 問1 第1段落第2～4文の内容から判断する。
- 問2 1 C 「今までにもっと速く走ろうとしたことがありますか」直後の文で “No, I haven’t.” と答えているので、Have you ～? とたずねていることがわかる。
- 2 A 「毎日夕食後に、私と走りませんか」 How about ~ing? = 「～しませんか」
- 3 B 「速く走る方法を私に教えてくださいませんか」 Can you ～? = 「～してくれませんか」 how to ～ = 「～の仕方、～の方法」
- 問3 直前に健の父親が言った言葉を指している。
- 問4 第3段落最終文参照。stop ~ing = 「～するのをやめる」
- 問5 質問は「運動会の前に、健はどのくらい父親といっしょに走る練習をしましたか」。第3段落最後から5文目参照。
- 問6 ア 「健が50メートル走で勝てなかったので、健の父親はとても悲しかった」健が最後まで走ったことを喜んでいて。
- イ 「健が倒れた後も走るのをやめなかったので、健の父親はうれしかった」第5段落第6文参照。
- ウ 「健の父親は運動会の日はとても疲れていたのに、写真を1枚も撮りませんでした」健が走っている写真を撮っていた。
- エ 「健の父親は健に、英語の授業でみんなに写真について話すように言いました」そのような記述はない。
- 問7 ① 「私たちに見せてくれた写真が、なぜあなたの宝物なのかわかりませんでした」

◆ 問題 ◆ 21 - 4 - 29

次の英文は、ある学校の英語クラブの生徒が、イギリスからの短期留学生のために書いた文章の一部です。これは、何について説明したものでしょうか。最も適切なものをア～エの中から一つ選び、その符号を書きなさい。  
(岐阜県 2009年度)

If you are in the building, find a way to go outside quickly. Be careful when you move. In the classroom, you must not run to the door. Don't push other people. If you push them, they may get injured. Don't go near the fire. When you get outside, find your friends from your class and stay with them. Don't go into the building again.

注 push 押す

- ア 教室掃除の方法
- イ 災害時の避難方法
- ウ 給食を教室へ運ぶ方法
- エ 理科の実験方法

◆ 解答用紙 ◆

◆ 解答 ◆

イ

◆ 解説 ◆

◆ 問題 ◆ 21 - 4 - 30

次の英文は、中学生の恵子（Keiko）が英語の授業で行ったスピーチである。この英文を読んで、問1～問7の問いに答えなさい。

（静岡県 2009 年度）

One day, Mr. Tanaka came to my house. He is my father's friend. That day was special for them because they were going to open a box they made 25 years ago. It was under the school garden of their junior high school. They call the box a time capsule. There are important things in the box. I know a little about my father's young days. Mr. Tanaka and my father were in the baseball club and practiced hard. I said to my father, "What did you put in the box?" My father said, "If you come with us, you'll know it."

I went to the school with them. When we got there, more than 30 people were already there. Everyone was smiling and talking a lot. One woman said to my father, "Yamada-kun, you haven't changed at all!" My father said, "You, too." I said to my father, "Everyone looks very happy." My father said, "Yes, of course. The time capsule gave us a chance to meet again."

Soon the time to open the box came, but there was something wrong with the box. When the box was opened, everyone ㉓(cry), "Oh, no!" There was some rain water in the box, and the things in the box were wet. Everyone looked a little sad, but soon they began to take their own things out of the box. They showed them to each other and talked about them happily. I found that there was something more important to them than to get the things in the time capsule. It's .

When I looked at my father, he had a ball from the time capsule in his hand. He threw it to me. Something was ㉔(write) on the ball. It was hard to read it, but I did. It said, "Are you doing your best like me?" It was a message to my father from himself of 25 years ago. I heard the voice of my father in his young days. I said to the ball, "He is always doing his best for us," and smiled at my father.

I think a time capsule is nice because we can meet again to ( A ) it after many years. And it's exciting to send a message to ourselves in the future. Before we leave our school, shall we ( B ) a time capsule, too? What do you want to put in a time capsule? What do you want to say to yourself in the future?

注 wet ぬれた                      threw throw (投げる) の過去形                      voice 声

問3 恵子の父親は、タイムカプセル (time capsule) の役割の1つを恵子に述べている。タイムカプセルの役割として、恵子の父親が述べていることを、日本語で書きなさい。

問4 本文中の  の中に補う英語として、次のア～エの中から最も適切なものを1つ選び、記号で答えなさい。

- ア to forget old days
- イ to remember old days
- ウ to get a strong time capsule
- エ to find another time capsule

問5 本文中の下線部について、次の①、②の問いに答えなさい。

- ① 下線部の中の me とは誰のことか。下線部の中の you との違いがわかるように、日本語で書きなさい。
- ② 下線部のメッセージに対して、恵子はどのようなことを答えているか。恵子が答えていることを、日本語で書きなさい。

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

- ア Keiko didn't know what her father put in the time capsule before seeing it.
- イ The time capsule was already opened when Keiko came to the school.
- ウ No one could take things out of the time capsule with rain water in it.
- エ Keiko's father threw a ball to her and read a message on it for her.

問7 最後の段落で恵子は、クラスメートに、タイムカプセルについての提案をしている。本文の内容と合うように、本文中の ( A ), ( B ) の中に補う英語として、次のア～エの中からそれぞれ最も適切なものを1つ選び、記号で答えなさい。

- ア give                      イ make                      ウ open                      エ show

問1 ㉓, ㉔の (      ) の中の語を適切な形に直しなさい。

問2 次の質問に対して、英語で答えなさい。

What sport did Keiko's father play in his young days?

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	㉑	cried	㉒	written
問2	(He played) Baseball.			
問3	再会する機会を与えること。			
問4	イ			
問5	①	25年前の父親のこと。		
	②	父親は、いつも自分たちのために全力を尽くしているということ。		
問6	ア			
問7	A	ウ	B	イ

◆ 解説 ◆

- 問1 ㉑ 過去のことを述べている文である。  
 ㉒ 受動態は<be 動詞+過去分詞>で表す。
- 問2 質問は「恵子の父親は、若いころどんなスポーツをしましたか」。第1段落第8文参照。
- 問3 第2段落最終文参照。
- 問4 イ 「昔を思い出すこと」
- 問5 ① 直後の文に「それは父への、25年前の自分自身からのメッセージでした」とあることから考える。  
 ② 最後から2段落目最終文参照。do one's best＝「全力を尽くす」
- 問6 ア 「恵子はそれを見るまで、タイムカプセルの中に父親が何を入れたのか知りませんでした」 第1段落最後の2文参照。  
 イ 「恵子が学校へ来た時には、タイムカプセルはすでに開けられていました」 恵子たちが着いてから開けられた。  
 ウ 「雨水の入ったタイムカプセルから、だれも（入っている）ものを取り出すことができなかった」 第3段落第4文と合わない。  
 エ 「恵子の父親は彼女にボールを投げ、その上のメッセージを彼女に読んであげました」 恵子が自分で読んだ。

◆ 問題 ◆ 21 - 4 - 31

次の文章を読んで、あとの問1から問8までの問いに答えよ。

(愛知県A 2009年度)

Mr. Davis is a new English teacher at a high school in Aichi. He is from San Francisco, America. He has been interested in Japanese since he began to study it in America. He sometimes says in his English class, "Kanji is difficult to learn because it is ( A ) of many lines or dots. But I know kanji is useful. I'll study it hard to read Japanese books."

One day Mr. Davis asked Ms. Suzuki, a teacher of Japanese at the school, "Are you making a kanji test?" "No, I'm not. I'm counting the number of students," Ms. Suzuki answered. ①Ms. Suzuki did a survey this morning to find ( month / her / in / many / a / books / how / students / read ). And she was making a chart to tally up the answers. The chart was like this.

アンケート集計表 (1か月分)							
冊数	0	1	2	3	4	5	6～
メモ	下	正	正正	正正	正	正	—
人数	3	4	11	8	5	2	1

When Mr. Davis looked at the chart and saw the thing written under 4, he said, "You're writing kanji. I know this kanji means ( ② )." I learned it some weeks ago." And he thought that the thing written under 0 on the chart was kanji which means "( ③ )." Ms. Suzuki said, "I know what you mean. Well, I'm counting with kanji." ④Then she wrote the first kanji on a ( ア ) of paper and explained ( イ ) it is used to count. "This kanji has five lines, and each line shows one student. So, this kanji shows five students." "Oh, this shows five!" He didn't know that.

Mr. Davis had a different way to count. He showed Ms. Suzuki his way. He wrote a vertical line and said, "This means one." Then he wrote three more lines next to the first one and said, "These four lines means four." After this, he wrote a line across those four lines and said, "This means five."

Ms. Suzuki said, "I have never seen the mark. Well, Mr. Davis, I've found out one interesting thing. Put one more line on this mark and it will be like ⑤another kanji on this chart." He looked for the kanji and found it soon. "That's right, Mr. Davis. We use this kanji to show the number of books. This kanji is usually put after numbers." "I see. Thank you very much, Ms. Suzuki. ⑥I hope you will do a good job."

注 line 線	count ～ ～を数える	number 数	chart 表
tally up ～ ～を集計する	way 方法	vertical 縦の	mark 記号

問1 ( A ) にあてはまる最も適当な語を、次の4語の中から選んで、正しい形にかえて書け。

- have      make      give      take

問2 下線①のついた文が、「鈴木先生は、自分の受けもつ生徒が1か月間に読んだ本の数を知るために、今朝アンケートをとった。」となるように、( ) 内の語を正しい順序に並べかえよ。

問3 ( ② ) にあてはまる最も適当な語を、本文中から抜き出して書け。

問4 ( ③ ) にあてはまる最も適当なものを、次のアからエまでの中から選んで、そのかな符号を書け。

- ア by or near      イ in or into      ウ down or under      エ up or over

問5 下線④のついた文が、「それから、彼女は一枚の紙に初めの漢字を書いて、それが数を数えるためにどのように使われるか説明した。」となるように、( ア ), ( イ ) のそれぞれにあてはまる最も適当な語を書け。

問6 下線⑤の示す最も適当なものを、次のアからエまでの中から選んで、そのかな符号を書け。

- ア 計      イ 月      ウ 分      エ 冊

問7 下線⑥の示す内容に最も近いものを、次のアからエまでの中から選んで、そのかな符号を書け。

- ア I hope you will learn a lot about Japan.  
 イ I hope you will finish making the chart.  
 ウ I hope you will show me a different mark for counting.  
 エ I hope you will find another kanji on the chart.

問8 次のアからエまでの文の中から、その内容が本文に書かれていることと一致するもの一つを選んで、そのかな符号を書け。

- ア Mr. Davis found that Japanese was interesting when he began to live in Aichi.  
 イ Ms. Suzuki teaches Japanese in the school and makes a kanji test every morning.  
 ウ Mr. Davis thought that Ms. Suzuki was writing kanji, and she knew why he thought so.  
 エ Ms. Suzuki knew the mark used by Mr. Davis, so she didn't think his story was interesting.

◆ 解答用紙 ◆

問1	
問2	Ms. Suzuki did a survey this morning to find ( ).
問3	
問4	
問5	ア イ
問6	
問7	
問8	

◆ 解答 ◆

問1	made
問2	Ms. Suzuki did a survey this morning to find (how many books her students read in a month).
問3	right
問4	ウ
問5	ア piece イ how
問6	エ
問7	イ
問8	ウ

◆ 解説 ◆

- 問1 be made of ～＝「～でできている」
- 問2 「自分の受け持つ生徒が1か月間に読んだ本の数」→「自分の生徒が1か月間に何冊の本を読んだのか」と考える。間接疑問文は<疑問詞＋主語＋動詞>の語順になる。
- 問3 4の下に書かれているのは「正」。
- 問4 0の下に書かれているのは「下」。
- 問5 (ア) 「一枚の」＝ a piece of ～
- 問6 第4段落第3文～最終文より、縦に4本の線を引き、その4本の線を横切るように一本の線を引いていることがわかる。これにもう1本横に線を引いてできる漢字で、表の中にあるもの。第5段落第6文で「本の数を数えるときにこの漢字を使います」と言っている。
- 問7 2人が会話を始めたとき、Ms. Suzuki はアンケートの集計表を作っているところであったことから考える。第2段落最後から2文目参照。
- 問8 ア「Mr. David は愛知に住み始めて、日本語がおもしろいと気付きました」アメリカで勉強し始めたときからずっと興味を持っている。第1段落第3文参照。  
イ「Ms. Suzuki は学校で国語を教えていて、毎朝漢字のテストを作ります」毎朝漢字のテストを作るといような記述はない。  
ウ「Mr. David はMs. Suzuki が漢字を書いていると思い、彼女は彼がなぜそう思うのかかがわかりました」第3段落第1文と第5文参照。  
エ「Ms. Suzuki はMr. David が使った記号を知っていたので、彼の話をおもしろいとは思いませんでした」Ms. Suzuki は知らなかった。第5段落第1文参照。

◆ 問題 ◆ 21 - 4 - 32

次の文章を読んで、あとの問1から問7までの問いに答えよ。

(愛知県B 2009年度)

Last year, some teachers from Thailand visited our school. We enjoyed talking with them. They were all ( A ) yellow shirts. I didn't know why, so I asked them the reason. One of them said, "Because yellow is the color of our king. The king was born on Monday, and the color of Monday is yellow." I asked, "Do you have your color, too?" He answered, "Yes. Green is mine. I was born on Wednesday." ① I heard such a story about colors for the ( ア ) time, so I asked him questions one ( イ ) another. I was very surprised to find each day of the week has its own color in Thailand. Then I wanted to know more about the views of colors in other countries.

I asked my friend Mike about his views of colors. He came from America and has been in Japan for about one year. He said, "When we paint the sun, we usually use yellow. But red is usually used in Japan. And many people in America use white for the moon, but yellow is used in Japan. I'll give you more examples. ② (of / in / the two countries / fun / is / comparing / a lot / painted / the rainbows). How many colors does a rainbow have? A rainbow has seven colors in Japan, but many American children think it has six. Also red mailboxes are seen on the streets in Japan, but blue ones are usually seen in America."

When I heard these stories, colors ( B ) more and more interesting to me. The next day I went to the library to read some books about colors in Japan. I found that many traditional Japanese words for colors come from the world of nature. For example, some words for colors like akane iro and moegi iro come from plants. Others come from the sky or the sea. The Japanese people of old times lived in harmony with nature. I think that such a life made their love of nature ( ③ ) and they got many words for colors from nature.

We have a unique culture which has many words for colors. ④ Now I am very proud of Japanese culture. I think that we should respect our culture and traditional words for colors in it. When we learn the cultures of other countries, it may be useful to know their views of colors.

注 Thailand タイ(国名) paint 描く mailbox ポスト plant 植物  
 in harmony with ～ ～と調和して love of ～ ～への愛情 unique 独特の  
 respect 大切にす

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

hear become ride send wear

問2 下線①のついた文が、「私は色についてのそのような話をはじめて聞いたので、彼に、次々に質問した。」となるように、( ア ), ( イ ) のそれぞれにあてはまる最も適当な語を書け。

問3 下線②のついた文が、「その二つの国で描かれた虹を比べることは、とてもおもしろい。」となるように、( ) 内の語句を正しい順序に並べかえよ。ただし、文頭にくる語は大文字で始めよ。

問4 ( ③ ) にあてはまる最も適当な語を、次のアからエまでの中から選んで、そのかな符号を書け。

ア weak イ strong ウ early エ late

問5 下線④のように思った理由として最も適当なものを、次のアからエまでの中から選んで、そのかな符号を書け。

- ア The teachers from Thailand like their king and his color very much.
- イ A rainbow in America has six colors but a rainbow in Japan has seven.
- ウ The Japanese people of old times didn't love to live with nature.
- エ Japanese culture is a unique one with many words for colors.

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

- ア One teacher from Thailand knew the color of their king, but he didn't know his own color.
- イ Although Mike came to Japan about a year ago, he knew nothing about Japanese culture.
- ウ Mike knew how people in other countries use colors, especially in Thailand.
- エ Learning the views of colors may be a good idea to understand the cultures of other countries.

問7 次のアからエまでの文を、本文の話の流れに沿って並べ、その順にかな符号で書け。

- ア I wanted to know Japanese words for colors and found them in some books.
- イ My American friend said that many people in his country use yellow to paint the sun.
- ウ I want Japanese people to respect our culture and our words for colors in it.
- エ Foreign people with yellow shirts came to our school and talked with us.



◆ 解答用紙 ◆

問1	A		B	
問2	ア		イ	
問3				
問4				
問5				
問6				
問7	→	→	→	

◆ 解答 ◆

問1	A	wearing	B	became
問2	ア	first	イ	after
問3	Comparing the rainbows painted in the two countries is a lot of fun .			
問4	イ			
問5	エ			
問6	エ			
問7	エ → イ → ア → ウ			

◆ 解説 ◆

- 問1 (A) 過去進行形は<was [were] +現在分詞>で表す。  
 (B) When I heard these stories とあるので、過去形になることがわかる。
- 問2 (ア) 「はじめて」 = for the first time  
 (イ) 「次々に」 = one after another
- 問3 過去分詞がほかの語句を伴って名詞を修飾するときは、名詞のうしろに置かれて、名詞をうしろから修飾するので、the rainbow painted in the two countries の語順になる。
- 問5 エ「日本文化は色を表すたさんの言葉を持った独特の文化です」直前の文参照。
- 問6 ア「タイから来た1人の先生は、王様の色は知っていたが、自分自身の色は知らなかった」両方とも知っていた。第1段落第5文と第9文参照。  
 イ「Mike はおよそ1年前に日本に来たけれども、日本文化については何も知りませんでした」日本とアメリカでの色の使われ方の違いについて知っていた。第2段落参照。  
 ウ「Mike はほかの国々、特にタイの人たちがどのように色を使うかを知っていました」そのような記述はない。  
 エ「色についての考え方を学ぶのは、ほかの国々の文化を理解するにはよいアイデアであるかもしれません」最終文参照。
- 問7 エ「黄色いシャツを着た外国人たちが私たちの学校へ来て、私たちと話しました」第1段落第1～3文参照。  
 イ「私のアメリカ人の友人は、彼の国の多くの人には太陽を描くのに黄色を使うと言いました」第2段落第1～3文参照。  
 ア「私は色を表す日本語を知りたいと思い、数冊の本で見つけました」第3段落第1～3文参照。  
 ウ「私は日本の人たちに、自分たちの文化と其中的の色を表す言葉を大切にしてもらいたい」第4段落第3文参照。

◆ 問題 ◆ 21 - 4 - 33

次の文章を読んで、あとの各問いに答えなさい。

(三重県 2009 年度)

Hideki is sixteen now. Hideki and his friend, Masaya, are in the same class at a high school.

One day, Hideki wanted to visit the city library with Masaya, so he called Masaya. Masaya said, "Sure. Let's go there tomorrow ( ① )" Hideki said, "OK. Can you come to Kodama Station at nine?" Masaya said, "Yes. Let's take a train together."

In the morning on the next day, Hideki left home by bike. When he got to a parking area near the station, he saw many bikes there. He said to himself, "Where can I park my bike? I can't find a place easily, so I want to park my bike on the sidewalk." He started to walk with his bike and looked for a place. Then he saw a woman in a wheelchair. It was difficult for her to pass easily because there were some bikes on the sidewalk. He put his bike aside and moved the bikes on the sidewalk. Then she passed without any problems. She said, ②"Thank you very much. You are very kind." Hideki said, "Well .... You're welcome."

Hideki was ashamed. Then he began to look for a place in the parking area again. After a few minutes, he parked his bike. He ran to the station and met Masaya.

In the afternoon, Hideki and Masaya returned to the station from the city library by train. Masaya said, "My house is near here. Can you come with me?" Hideki said, "Sure."

They got to Masaya's house and Masaya said to his mother, "This is my friend, Hideki. I went to the city library with him." Masaya's mother said, "Hello. Please sit down in the living room." When they opened the door, they saw an old woman in the room. She was watching TV there. Masaya said, "Hideki, this is my grandmother." Hideki said, "Hello. My name is Yamada Hideki." Masaya's grandmother was surprised and said, ③"Oh! Are you the boy I met near the station?" Hideki said, "Yes, you're right. I met you this morning." Masaya said to his grandmother, "Oh! Do you know Hideki?" She said, "He moved some bikes on the sidewalk for me. I was very happy. You have a kind friend, Masaya." Then Hideki said to her, "I am ashamed. I wanted to park my bike on the sidewalk this morning. Because I met you, I didn't do that." When she heard this, she said, "Oh, really? ④Now you have told me the truth. I'm glad because you didn't park your bike on the sidewalk. I was happy this morning and now you have made me happy again."

注 parking area	駐輪場	said to himself	思った	park～	～を駐輪する
easily	簡単に	sidewalk	歩道	wheelchair	車イス
pass	通る	aside	わきへ	moved～	～を動かした
was ashamed	恥ずかしかつた	living room	居間	grandmother	祖母
was surprised	驚いた	truth	真実		

問1 ①に入る最も適当なものをア～エから1つ選び、その記号を書きなさい。

- ア. because we can't go tomorrow.
- イ. because you can't go tomorrow.
- ウ. because we can go today.
- エ. because I can't go today.

問2 下線部②に Thank you very much. とあるが、このように言った女性はどのようなことに対して感謝しているのか、その内容を具体的に日本語で書きなさい。

問3 下線部③に Oh! とあるが、祖母が驚いてこのように言ったのはなぜか、その理由として最も適当なものをア～エから1つ選び、その記号を書きなさい。

- ア. Masaya が居間で、テレビを見ていたから。
- イ. Hideki に会ったことがあると思ったから。
- ウ. Hideki が Masaya を紹介してくれたから。
- エ. Masaya が恥ずかしそうにしていたから。

問4 下線部④に Now you have told me the truth. とあるが、その真実とはどのようなことか、その内容を具体的に日本語で書きなさい。

問5 本文の内容に合っているものをア～カから2つ選び、その記号を書きなさい。

- ア. When Hideki got to a parking area near Kodama Station, he saw a few bikes in the parking area.
- イ. Hideki saw a woman in a wheelchair when the woman was in the parking area.
- ウ. Hideki met Masaya's grandmother, then he parked his bike in the parking area.
- エ. Hideki and Masaya's grandmother went to the city library together.
- オ. When Hideki got to Masaya's house in the afternoon, Masaya's mother wasn't at home.
- カ. Hideki didn't park his bike on the sidewalk, so Masaya's grandmother was glad.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 解答 ◆

問1	エ
問2	Hideki が歩道にあった自転車を動かしてくれたこと。
問3	イ
問4	Hideki がその日の朝、歩道に自転車をとめたいと思ったこと。
問5	ウ カ

◆ 解説 ◆

- 問1 「明日そこへ行きましょう」と言っている理由としてふさわしいものを選ぶ。
- 問2 第3段落第8文参照。
- 問3 直後の文に着目する。
- 問4 最終段落最後から6文目参照。
- 問5 ア. 「Hideki が Kodama 駅近くの駐輪場に着いたとき、駐輪場には数台の自転車が見えました」 自転車はたくさんあった。
- イ. 「Hideki は車いすの女性を、その女性が駐輪場にいるときに見ました」 歩道で見かけた。
- ウ. 「Hideki は Masaya の祖母に出会い、それから駐輪場に自転車を止めました」 Hideki は偶然見かけた車いすの女性のために自転車を移動させてから、再び駐輪場へ行って自転車を止めており、その車椅子の女性が Masaya の祖母であった。
- エ. 「Hideki と Masaya の祖母は、いっしょに市の図書館へ行きました」 Hideki と Masaya が図書館へ行った。
- オ. 「Hideki が午後に Masaya の家に着いたとき、Masaya の母親は家にいませんでした」 Masaya の母親は家にいた。
- カ. 「Hideki が歩道に自転車を止めなかったので、Masaya の祖母はうれしかった」 Hideki が歩道に放置されていた自転車を移動させてくれたのでうれしかった。

◆ 問題 ◆ 21 - 4 - 34

次の英文は、高校生の美佳 (Mika) がオーストラリア (Australia) での体験を発表したスピーチの一部である。これを読んで、問1～問10に答えよ。

(京都府 2009年度)

Today I'm going to talk about my summer vacation. This summer I visited Australia for two weeks. My uncle lives in Australia and invited me to his house. It was my first time to go to another country, so I was very excited.

My uncle teaches Japanese to junior high school students. In Australia Japanese is a popular language and is ①(study) by many students. He said that Japanese was the most popular language to learn at his school. I was surprised to hear that and became interested in his Japanese class.

On the third day in Australia, he asked me to come to school and talk about Japan in his class. When I first heard ②(that), I didn't want to say yes. I wanted to go and see his class, but I didn't think I could speak in front of many students. He said, "Don't worry. Many students are interested in Japan. I just want you to talk about Japan a little. It's not so difficult." He also said, "③(何を話すかは自分で決めればいいよ。)" Anything is OK. The students are about your age and they'll enjoy your stories." I didn't have any good ideas, but I thought that my stories were going to give them some help to understand Japan. So I said yes to my uncle.

Two days later, I first went to school with him. When I was walking to the classroom, I felt uneasy. I said to my uncle, "I'm so nervous. ④" My uncle said, "You don't have to be perfect. Just talk to my students and have fun." When I was in front of the students, I ⑤(find) that all of them were looking at me. I was really nervous, and I forgot what I was going to talk about. The students were quiet. Then, one student said with a smile, "Mika, you're going to be all right." Everyone smiled and ⑥.

With the help of my uncle, I talked about Japanese food, my school, and some other things in English and sometimes in Japanese. I also showed them some pictures from Japan. Every student was quiet and listened to me. It was about fifteen minutes, but for me it was like two hours. When I finished talking, they asked me many questions. Some of their questions were difficult, but I tried hard to give them my best answers. I was glad to know that many students understood me! I knew that we could understand each other if we tried to express ourselves in easy words.

After the class, one student came to me and said that she wanted to know more about Japan. She was the student who encouraged me to speak in class. Her name was Judy. She was very interested in Japanese culture. I was surprised because she already knew a lot of things about Japan. She said that she was reading an easy Japanese book to make her Japanese better. I thought I should study English harder, too. We enjoyed talking with each other on that day.

After that, we met several times. Although we spoke different languages, we became good friends. On my last day in Australia, Judy gave ⑦[(ア) written / (イ) a / (ウ) Japanese / (エ) letter / (オ) me / (カ) in]. It was a short letter saying thank you. I was happy to have such a nice letter from her. From that day, we started to exchange letters. I hope I can see her again someday.

注	uncle おじ	invite 招待する	excited 興奮して
	about your age あなたと同じ年頃	uneasy 落ち着かない	nervous 緊張して
	perfect 完全な	smile ほほえみ, ほほえむ	each other お互い
	express 表現する	ourselves 私たち自身	encourage～to… ～を…するように励ます
	Judy ジュディ (女性の名前)	several times 何回か	

問1 本文中の下線部①(study)・⑤(find)を文意から考えて、それぞれ正しい形で書け。

問2 本文中の下線部②が表す内容として最も適当なものはどれか、(ア)～(エ)から1つ選べ。

- (ア) おじの担当する授業で日本について話すこと。
- (イ) 学校への行き方を日本語で説明すること。
- (ウ) 日本の学校についておじに話すこと。
- (エ) 日本について話していいか尋ねること。

問3 本文中の下線部③の日本語を英語にすると、次の  ・  に入る語を1語ずつ書け。

You can decide   say.

問4 本文の内容から考えて、 に入る最も適当なものはどれか、(ア)～(エ)から1つ選べ。

- (ア) What is he going to do?
- (イ) Would you like to go with him?
- (ウ) May I help you?
- (エ) What should I do?

問5 本文の内容から考えて、 に入る最も適当なものはどれか、(ア)～(エ)から1つ選べ。

- (ア) my uncle looked very busy
- (イ) my uncle looked afraid again
- (ウ) I felt much better
- (エ) I felt very sad

問6 本文中の下線部⑦の [  ] 内の(ア)～(カ)を、文意が通じるように正しく並べかえ、記号で書け。

問7 本文の内容から考えて、ジュディについて述べたものとして最も適当なものはどれか、(ア)～(エ)から1つ選べ。

- (ア) クラスの生徒の前で美佳が話すとき、声をかけて励ました。
- (イ) 日本についてはほとんど知らないが、日本文化に興味を持っている。
- (ウ) 美佳とは話す言葉が違ったので、初めて会った日は楽しく話せなかった。
- (エ) 美佳がオーストラリアに来る前から、美佳と手紙のやりとりをしていた。

問8 本文の内容から考えて、次の問い(a)・(b)に対する答えとして最も適当なものはどれか、それぞれ(ア)～(エ)から1つずつ選べ。

(a) When did Mika go to school with her uncle first?

- (ア) On the second day in Australia.
- (イ) On the third day in Australia.
- (ウ) On the fifth day in Australia.
- (エ) On the last day in Australia.

(b) What happened when Mika tried to speak in class?

- (ア) She cried in front of the students.
- (イ) She forgot the words she was going to say.
- (ウ) Her uncle talked about Japan alone.
- (エ) Her uncle asked her many questions.

問9 本文の内容と一致する英文はどれか、適当なものを、(ア)～(オ)から2つ選べ。

- (ア) Mika likes Australia very much and she has been there many times.
- (イ) Mika has an uncle who is a teacher of Japanese at a junior high school in Australia.
- (ウ) The students wanted to practice Japanese, so Mika talked to them only in Japanese.
- (エ) Mika tried to speak for two hours, but could speak for only fifteen minutes.
- (オ) Although some questions from the students were difficult, Mika tried to answer them.

問10 次の英文は、美佳がジュディに書いた手紙の一部である。文中の  ・  に入る最も適当な1語を、それぞれ左ページの本文中から抜き出して書け。

Hi! How are you? Thanks for your nice letter. You have sent me some letters since I came back to Japan. I'm very surprised because your Japanese is getting  and .

I think you're working hard every day.

I started to read an English book. It's a little difficult for me to understand the story, because there are many English words which I don't know. But I enjoy , it every day.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	①	studied	⑤	found
問2	ア			
問3	ア	what	イ	to
問4	エ			
問5	ウ			
問6	(オ) → (イ) → (エ) → (ア) → (カ) → (ウ)			
問7	ア			
問8	(a)	ウ	(b)	イ
問9	イ オ			
問10	ア	better	イ	reading

◆ 解説 ◆

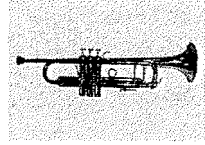
- 問1 ① 直前の is と直後の by many students より受動態であることがわかるので、過去分詞にする。  
 ⑤ When I was in front of the students と言っているのが、過去時制になることがわかる。
- 問3 「何を話すか」 → 「何を話すべきか」 「何を～すべきか」 = what to ～
- 問4 (エ) 「どうしよう」
- 問5 (ウ) 「気持ちはずっと楽になりました」
- 問6 「ジュディは私に日本語で書かれた手紙をくれました」 <give+ (人) + (物)> = 「(人)に(物)をあげる」 written in Japanese がletter を修飾している。
- 問7 (ア) 最後から2段落目第2, 3文参照。
- 問8 (a) 問いは「美佳はいつ、おじさんといっしょに、初めて学校へ行きましたか」。第3段落第1文より、オーストラリアに来て3日目に、おじさんに学校へ来るように頼まれたことがわかり、第4段落第1文より、初めておじさんと学校へ行ったのはその2日後であることがわかるので、オーストラリアに来て5日目ということになる。  
 (b) 問いは「授業で美佳が話そうとしたとき、何が起こりましたか」。第4段落第8文参照。
- 問9 (ア) 「美佳はオーストラリアが大好きで、3回行ったことがあります」 美佳は初めてオーストラリアに行った。  
 (イ) 「美佳にはオーストラリアの中学校で日本語の先生をしているおじさんがいます」 第1段落第3文と第2段落第1参照。  
 (ウ) 「生徒たちは日本語の練習をしたかったので、美佳は彼らに日本語でだけ話しました」 英語で話し、時々日本語でも話した。  
 (オ) 「生徒たちの質問には難しいものもあったけれど、美佳は答えようとしてました」 第5段落最後から3文目参照。
- 問10  ア <比較級+and+比較級> = 「ますます～, だんだん～」  
 イ enjoy は動名詞を目的語にとる。

◆ 問題 ◆ 21 - 4 - 35

次は、中学生の一郎（Ichiro）が英語の授業で行ったスピーチの原稿です。英文を読んで、あとの問いに答えなさい。

(大阪府 前期 2009 年度)

I'm a member of the brass band club and I play the trumpet. One day, when we finished practicing, the teacher, Ms. Aoki, said to us, "Do you know that Melbourne in Australia is our sister city? Their City Brass Band will come to our city next month. Some of the members will visit our school, and we'll play together." It was my first time to play music with people from another country. So, I had ①two different feelings. I was happy to hear I could meet them and play music together. But I worried because I could not speak English well.



trumpet (トランペット)

The day came. Five members from the City Brass Band joined us in the music room. When we first played music with them, I was very nervous. I didn't enjoy ② the trumpet. I didn't think our band played well. After playing with the members, we started to practice together. When we were practicing, one of them stood up. He said to me, "Why don't you try to breathe like this?" With a smile, he showed me how to do it. The members were very kind and tried to tell us many other things about music. I could understand what they wanted to say ③ they sometimes used gestures. I stopped feeling nervous. We practiced with them for thirty minutes. After that, we played music together again and we played better. ④

Through this, I learned that music brings people together. I think playing music together is a good way to become friends with people from different countries.

Thank you.

注 brass band 吹奏楽団 Melbourne メルボルン sister city 姉妹都市 (交流している都市)  
 feeling 思い, 気持ち nervous 緊張して breathe 呼吸する, 息継ぎをする  
 gesture 身ぶり bring~together ~をうちとけさせる

問1 本文中の①two different feelings が表している内容は何ですか。具体的に 60 字程度の日本語で書きなさい。

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

- ア play            イ played            ウ playing            エ to play

問3 次のうち、本文中の ③ 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 because            イ during            ウ so            エ that

問4 本文中の ④ が、「彼らと一緒に演奏することは私にとってわくわくすることでした。」という内容になるように、次の [            ] 内の語を並べかえて解答欄の \_\_\_\_\_ に英語を書き入れ、英文を完成しなさい。

It [ me          for          to          exciting          was ] play with them.

問5 次のうち、本文で述べられている内容と合うものはどれですか。一つ選び、記号を書きなさい。

- ア One day, Ichiro heard about the City Brass Band when he just started practicing.  
 イ Ichiro's sister lives in Melbourne in Australia, and she came back to her town in Japan.  
 ウ Ichiro asked the members from the City Brass Band to show him how to breathe well.  
 エ After practicing with the City Brass Band's members, Ichiro's band played music better.

◆ 解答用紙 ◆

問1										
										60
問2										
問3										
問4	It									play with them.
問5										

◆ 解答 ◆

問1	オーストラリアの人々に会って一緒に音楽を演奏できると聞いてうれしいが、英語をうまく話せないので心配であるということ。	
問2	ウ	
問3	ア	
問4	was exciting for me to	
問5	エ	

◆ 解説 ◆

- 問1 直後の2文に述べられている。
- 問2 enjoy は動名詞を目的語にとる。
- 問3 ②のうしろの部分は、前の部分の理由を表している。
- 問4 「－にとって～することは…です」 = It is … for － to ～.
- 問5 ア「ある日一郎は、ちょうど練習を始めたときに、市の吹奏楽団について聞きました」練習を終えたときに聞いた。  
 イ「一郎の姉はオーストラリアのメルボルンに住んでおり、日本の自分の町へ帰って来ました」そのような記述はない。  
 ウ「一郎は市の吹奏楽団のメンバーに、上手に息継ぎをする方法を教えてくれるように頼みました」<ask +目的語+to ～> = 「(目的語) に～するように頼む」一郎が頼んだのではなく、メンバーが自ら教えてくれた。  
 エ「市の吹奏楽団のメンバーたちと練習したあとは、一郎の楽団はより上手に音楽を演奏しました」③の前の2文参照。



◆ 問題 ◆ 21 - 4 - 36

グリーン先生 (Mr. Green) が、オーストラリアの自分の町を紹介する壁新聞 (wall newspaper) を作り、それについて英語の授業で話をしました。次の問1, 問2に答えなさい。

(大阪府 後期 2009年度)

問1 次の英文は、グリーン先生が授業で話した内容です。下のメモは、その内容を日本語でまとめたものです。メモの内容と合うように、次の英文中の〔 〕からそれぞれ最も適している1語を選び、書きなさい。

I ① [ has, have, having ] a sister. Her name is Emily. She likes to take pictures. Last ② [ day, month, year ], I asked her to send me some pictures of Australia. Soon she sent me many ③ [ difficult, old, wonderful ] pictures. I made a wall newspaper with them. You can see it in the ④ [ classroom, ground, library ] in front of the teachers' room. I hope you'll come and see it ⑤ [ after, before, until ] school.

メモ

- ・先月、グリーン先生は妹のエミリー (Emily) に写真を送ってくれるように頼んだ。
- ・エミリーはオーストラリアのすばらしい写真を送ってきた。
- ・職員室の前の教室で壁新聞を見ることができる。
- ・グリーン先生は放課後、壁新聞を見に来てほしいと思っている。

問2 次の英文は、グリーン先生が作った壁新聞 “Welcome to My Town” です。あとの問いに答えなさい。

Welcome to My Town

① 12, 2008

Pictures Have Just Come From Australia!

Emily, my sister, has just sent me a letter and many pictures from Australia. I'll show you some of them. ②

---

I Love My Town! Look at this! You can see what my town in Australia is like. It's near the sea. I often walked along the beach with my family. Also, we have a big park in my town. There are a lot of trees in it. By walking for only thirty minutes, you can enjoy both green trees and the blue sea.

( A )

---

Enjoy It!

What's this? People are shopping at a market on the street! They have it on Saturdays and Sundays. This market is very famous in my town because many interesting things are sold there. I sometimes went to the market with Emily by bus. She likes to see old things. She still goes there, and I hear she bought some very old coins after taking this picture.

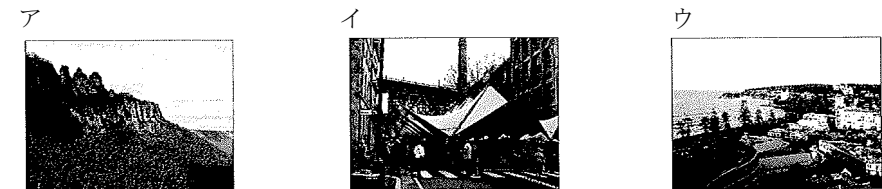
( B )

注 street 通り      coin 硬貨, コイン      oil 油      air 大気, 空気  
 sunlight 日光, 太陽光      end 終わり, 最後

- (1) 本文中の ① には「6月」という意味の英語1語が入ります。その語を書きなさい。
- (2) 本文中の ② が、「私は、あなたたちに私の町についてもっと知ってもらいたい。」という内容になるように、次の〔 〕内の語を並べかえて解答欄の \_\_\_\_\_ に英語を書き入れ、英文を完成しなさい。

I [ you to want know ] more about my town.

- (3) グリーン先生の壁新聞の ( A ) ~ ( C ) には写真がはってあります。次のうち、( A ) ~ ( C ) のそれぞれの写真に当たるものとして最も適しているものはどれですか。一つずつ選び、記号を書きなさい。



- (4) 本文中には、エミリーがグリーン先生へ送った手紙の最後に書かれていたことが述べられています。その内容を日本語で書きなさい。
- (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 Is Mr. Green's town in Australia near the sea?
  - ② When can people go shopping at the market on the street?

(6) 次のうち、本文で述べられている内容と合うものはどれですか。一つ選び、記号を書きなさい。

- ア Mr. Green often walked along the beach with his friends living in Australia.
- イ In Mr. Green's town, there is a very famous market, and he has been there.
- ウ Mr. Green has never learned why the Blue Mountains in Australia look blue.
- エ Mr. Green tells his students to make some wall newspapers about Australia.

◆ 解答用紙 ◆

問1	①		
	②		
	③		
	④		
	⑤		
問2	(1)		
	(2)	I _____ more about my town.	
	(3)	(A)                      (B)                      (C)	
	(4)		
	(5)	①	
		②	
(6)			

◆ 解答 ◆

問1	①	have	
	②	month	
	③	wonderful	
	④	classroom	
	⑤	after	
問2	(1)	June	
	(2)	want you to know	
	(3)	(A)    ウ                      (B)    イ                      (C)    ア	
	(4)	あなたの生徒が、私のとった写真に興味をもってくれとよいうと思ふということ。	
	(5)	①	Yes, it is.
		②	They can go on Saturdays and Sundays.
(6)	イ		

◆ 解説 ◆

問1 ⑤ 「放課後」 = after school

問2 (2) 「(目的語) に～してもらいたい」 = < want +目的語+ to ~>

(3) (A) I Love My Town! の囲み記事の第3文参照。

(B) Enjoy It! の囲み記事の第2文参照。

(C) Why So Blue? の囲み記事の第1文参照。

(4) 壁新聞の囲み記事の下の第1文に述べられている。

(5) ① 問いは「オーストラリアのグリーン先生の町は、海の近くにありますか」。壁新聞の I Love My Town! の囲み記事の第3文参照。

② 問いは「人々は通りの市場へ、いつ買い物に行くことができますか」。壁新聞の Enjoy It! の囲み記事の第3文参照。

(6) イ 「グリーン先生の町にはとても有名な市場があり、彼はそこへ行ったことがあります」壁新聞の Enjoy It! の囲み記事の第4、5文参照。

◆ 問題 ◆ 21 - 4 - 37

次は、アメリカからの留学生のジェリー（Jerry）が英語の授業で行ったスピーチの原稿です。英文を読んで、あとの問いに答えなさい。

(大阪府 後期 2009 年度)

注	job 仕事	keep 飼育する	exhibit 展示
	rain forest 熱帯雨林	design 設計する	cage おり
	realistic 本物らしい	pay 支払う	rock 岩
	waterfall 滝	monkey サル	area 区域, 場所
	glass tunnel ガラスのトンネル	wall 壁	hole 穴

Hello, everyone. Today I'd like to talk about my dream.

I love animals and my dream is to work in a zoo. In a zoo, people with different kinds of jobs work together. Some people keep animals, and some work for visitors. Among the jobs, I've found an interesting One.

In New York, there is a big and famous zoo. In the zoo, there are many exhibits to show its 4,000 animals. To me, an exhibit called "Gorilla Forest" is the best. When I was a junior high school student, I first went to the exhibit. I thought, "This is great. It's really like a rain forest I saw on TV!" I became interested in designing exhibits in a zoo. That's the job I want to do.

Then, when I became a high school student, I learned about zoos in America on the Internet. Long ago, when people visited zoos, they saw animals only in cages. (a) They made their exhibits more realistic. The Gorilla Forest also uses this new idea.

Last year, when I visited the exhibit, I met a woman working there. Her name was Ms. Brown. She talked to me about designing exhibits in a zoo. She said, "To make a good exhibit, it's very important for us to know about an animal's life. And people with different kinds of jobs have to work together." Then, she asked me, "Don't you think it's easy to understand how animals live in a rain forest because we've made this exhibit so realistic?" I agreed.

(b) When you go into this exhibit, you pay some money. The money is for saving rain forests in the world. The exhibit is very large and about 300 animals live there. Also, there are some interesting things that make the exhibit realistic, like rocks and waterfalls. When you are walking through trees in it, you see gorillas and many other kinds of animals living in a rain forest.

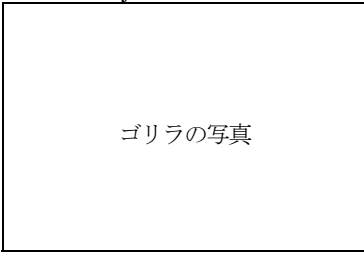
①, you can see monkeys, birds, fish and other animals. In the area with gorillas, there are nineteen gorillas. You can watch them well from a glass tunnel. Some gorillas are sleeping under trees, and others are running around. In the tunnel's wall, there is a big rock. And the rock has a hole in it. If you look through the hole, you may find a gorilla's face looking at you. Gorillas like to look in the hole. I don't know why, but they may enjoy seeing people's faces.

It's really exciting to see animals in a forest like this. I think this kind of exhibit is better for both animals and people. Through this exhibit, we can learn about an animal's life in a rain forest.

(c) That is my dream.

I hear there are many good zoos here in Japan. ②

Thank you.



gorillas in the Gorilla Forest  
(「ゴリラの森」のゴリラ)

問1 次のうち、本文中のOneが表している語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 animal                      イ job                      ウ visitor                      エ zoo

問2 本文の内容から考えて、次のうち、本文中の (a) ~ (c) 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 Now, I want to tell you more about the Gorilla Forest.  
イ I'd like to make an exhibit like the Gorilla Forest in the future.  
ウ But about twenty years ago, zoos started to change how they showed animals.

問3 本文中には、ブラウンさん (Ms. Brown) がジェリーにたずねたことが述べられています。その内容を日本語で書きなさい。

問4 本文中の ① には「例えば」という意味の英語2語が入ります。その語を書きなさい。

問5 本文中の ② が、「この春休みに、人気のある日本の動物園をいくつか訪れ、動物の興味深い見せ方について学びたいと思います。」という内容になるように、英語で書きなさい。

問6 ジェリーは、このスピーチのあと、同級生の由美 (Yumi) や明 (Akira) と話をしました。次は、そのとき交わした会話の一部です。会話が自然な流れになるように、下の英文中の (i) には英語2語を、また、(ii) には6語程度の英文をそれぞれ書きなさい。

Akira : The zoo in your speech is very big. It has three hundred animals in it. Right?  
Jerry : No. The zoo has (i) animals.  
Akira : Oh, I see. I'd like to go to that zoo. I am interested in the gorillas.  
Yumi : Me, too. Jerry, I watched TV and learned gorillas live in family groups. Do gorillas in the Gorilla Forest live like that, too?  
Jerry : Yes, they do. The gorillas live in family groups.  
Yumi : (ii) ?  
Jerry : Two. Nine gorillas in one family and ten in the other.  
Akira : Wow, their families are big!

問7 次のうち、本文で述べられている内容と合うものはどれですか。二つ選び、記号を書きなさい。

- ア Jerry loves animals, so he says that keeping animals is the most interesting job of all kinds of jobs in a zoo.
- イ Jerry often visits a big zoo, but he wants to go to the rain forest he saw on TV more than the Gorilla Forest.
- ウ Ms. Brown thinks that knowing about an animal's life is very important for making a good exhibit in a zoo.
- エ When Jerry talks about the Gorilla Forest, he says that the money people pay to go into the exhibit helps animals in the zoo.
- オ Jerry says people can learn how animals, like gorillas, live in a rain forest if they go to the Gorilla Forest.

◆ 解答用紙 ◆

問1						
問2	(a)		(b)		(c)	
問3						
問4						
問5						
問6	(i)					
	(ii)					
問7						

◆ 解答 ◆

問1	イ					
問2	(a)	ウ	(b)	ア	(c)	イ
問3	この展示をととも本物らしくしているのが、動物が熱帯雨林でどのように生きているかを理解しやすいと思わないかということ。					
問4	(例) For example					
問5	(例) During this spring vacation, I want to visit some popular Japanese zoos and learn about their interesting ways to show animals.					
問6	(i)	(例) four thousand				
	(ii)	(例) How many family groups are there				
問7	ウ, オ					

◆ 解説 ◆

- 問2 (a) 直後の文に着目して考える。<make + 目的語+形容詞>=「(目的語)を～にする」  
 (b) 後に続く部分で Gorilla Forest について説明していることから考える。  
 (c) 直後の文に着目して考える。
- 問3 第5段落最後から2文目に述べられている。It is ... to ~. =「～することは…です」
- 問5 「この春休みに」→「この春休みの間に」と考える。「～したい」は want to ~や would like to ~を使って表せばよい。
- 問6 (i) 本文の第3段落第2文参照。  
 (ii) このあとのジェリーの返答から、家族集団の数をたずねていることがわかる。
- 問7 ウ「動物の暮らしについて知ることが動物園により展示を作るのにとっても大切であると、ブラウンさんは考えています」第5段落第4文参照。  
 オ「Gorilla Forest に行けば、ゴリラのような動物たちがどのようにして熱帯雨林で暮らしているかを知ることができる、ジェリーは言います」第7段落第3文参照。

◆ 問題 ◆ 21 - 4 - 38

次の文は、たけしさんが英語の授業で行ったスピーチです。これを読んで、あとの問いに答えなさい。  
(兵庫県 2009 年度)

Today I'll tell you about breakfast. I think breakfast is important for our health. Did you have breakfast this morning?

One day I watched TV until late at night and I got up late the next morning, so I didn't have breakfast. Then my father said to me, "You should get up earlier. For my health, I get up at six thirty and have breakfast every morning. I know some children don't have breakfast. I don't think that's good."

The next day my father gave me a book. From the book I learned, "Our brains use energy when we are sleeping. We get energy from breakfast. If we don't have breakfast, our brains become short of energy." I sometimes feel a little tired when I go to school without breakfast. The book also said, "If we don't have breakfast, we may eat too much for lunch or dinner. When we often do this, we will gain weight. This is not good for our health."

Eating breakfast every day is important. Some people say this may be difficult. But we should always think about our health and try to have good health.

注 health 健康 brain(s) 脳 energy エネルギー  
become short of ～が不足する gain weight 体重が増える

問1 次の質問に主語と動詞のある英文で答えなさい。

What does Takeshi's father do for his health every morning?

問2 次の文は、たけしさんが父親にもらった本から学んだことをまとめたものです。本文の内容に合うように、ア～エに入る適切な日本語を書きなさい。

脳は、私たちがアときでも、エネルギーをイ。だから、朝食を食べないと、脳にエネルギーが不足する。また、朝食を食べないと、昼食や夕食を、ウことがある。これを繰り返すと、体重が増える。これは、エ。

問3 下線部に関して、thisの内容を日本語で書きなさい。

◆ 解答用紙 ◆

問1				
問2	ア		イ	
	ウ		エ	
問3				

◆ 解答 ◆

問1	He gets up at six thirty and has breakfast every morning.			
問2	ア	眠っている	イ	使う
	ウ	食べ過ぎる	エ	健康によくない
問3	毎日、朝食を食べること。			

◆ 解説 ◆

問1 質問は「たけしさんの父親は、毎朝健康のために何をしますか」。第2段落第3文参照。

問2 ア、イ 第3段落第2文参照。 ウ 第3段落第6文参照。 エ 第3段落最終文参照。

◆ 問題 ◆ 21 - 4 - 39

次の文は、中村先生が中学生のときに、体験学習「トライやる・ウィーク」(Try-Yaru Week)で経験したことについて、英語の授業で生徒に話した英文です。これを読んで、あとの問いに答えなさい。

(兵庫県 2009 年度)

When I was in the second year of junior high school, I went to a nursery school. Ms. Yamashita was a teacher there. She took care of me for five days.

At this nursery school, there was a time for reading picture books in the morning. When I started to read one of the picture books, all of the children looked at me and listened to me. After I finished it, a boy said, "Please read it again." His name was Fumiya. Then I read it for all of the children again. Later, Fumiya came to me and said, "I want to listen to some other stories tomorrow morning." I said, "Sure. I'll read them." I was very happy to hear his words.

At lunch time, I ate lunch with him because Fumiya said, "I want to talk a lot with you." He talked about his family. He said, "My father usually plays with me after he comes home. My mother often reads a picture book to me after dinner. But I want to have a brother. Please, be my brother."

On the last day, Ms. Yamashita gave me a letter. The letter was written by Fumiya's mother. In the letter, she wrote, "At home Fumiya began to talk to me more about nursery school after he met you. He sometimes didn't want to go to school, but he became excited to go to school. Now he has many friends at the school. I am surprised because he has changed very much. He wants to see you. At school, you read picture books for him many times. You talked with him during the lunch time. You have been a good teacher for him. Fumiya thinks you are like his brother. I think this may be your first time to work at a nursery school, but you have been a great teacher for Fumiya and the other children. I hope you will be a good teacher in the future. Thank you very much."

This was the greatest letter in my life, so I wanted to teach children more. When I was a high school student, I thought about my future. I was good at English and I decided to be an English teacher. Now I am here.

This experience at the nursery school was very important to me. You will have a lot of experiences at Try-Yaru Week next month and I want you to learn a lot from them. I hope they will be good for you.

注 nursery school 保育園      be excited to わくわくして～する      change 変わる  
 future 将来      be good at ～が得意である      decide to ～することに決める  
 experience(s) 経験

問1 下線部に関して、his words の内容を日本語で書きなさい。

問2 ふみやさんは、自分の両親についてそれぞれどのように述べていますか。日本語で書きなさい。

問3 ふみやさんの母親は、ふみやさんが中村先生に会ってから、大きく変わったと感じています。ふみやさんがどのように変わったのか、日本語で2つ書きなさい。

問4 次の英文は、中村先生が中学生のとき、トライやる・ウィーク後に書いた、ふみやさんの母親への返事を英語にしたものです。本文の内容に合うように、適切な英語を本文中からそれぞれ1語ずつ抜き出して、①～⑤に書きなさい。

Thank you for your ①. I was very happy to get it. I was excited to work at the nursery school for five days. Fumiya is a good boy. He ② to the stories I read for the children. Later, we enjoyed talking together at ③ time. I didn't know that Fumiya sometimes didn't want to go to school. I am happy to hear he has changed. I like Fumiya, so I also think he is ④ my brother. To ⑤ small children at nursery school was a new experience, and it was good for me. I want to say to Fumiya and you, "Thank you."

◆ 解答用紙 ◆

問1				
問2	父は,			
	母は,			
問3	ふみやさんは,			
	ふみやさんは,			
問4	①		②	
	③		④	
	⑤			

◆ 解答 ◆

問1	翌朝, 他にも話を聞きたいということ。			
問2	(父は,) 帰宅後, たいてい一緒に遊んでくれる。			
	(母は,) 夕食後, よく絵本を読んでくれる。			
問3	(ふみやさんは,) 家で, 保育園のことを, 以前よりよく話すようになった。			
	(ふみやさんは,) 保育園にわくわくして行くようになった。			
問4	①	letter	②	listened
	③	lunch	④	like
	⑤	teach		

◆ 解説 ◆

問2 第3段落第3, 4文参照。

問3 第4段落第3~5文に書かれていることの中から, 2つを選んで書けばよい。

問4 ① 直後の文で「それを受け取ってとてもうれしかった」と言っており, 第4段落第1, 2文から, 中村先生はふみやさんの母親から手紙をもらったことがわかる。

③ 第4段落第9文参照。

④ 第4段落第最後から4文目参照。

⑤ 「保育園で小さな子どもたちに教えることは…」

◆ 問題 ◆ 21 - 4 - 40

次の文を読んで、各問いに答えよ。

(奈良県 2009年度)

注	grow	栽培する	blueberry	ブルーベリー	fresh	生の	
	vanilla ice cream	バニラアイスクリーム	pick	採る	Japanese beetle	マメコガネ(昆虫)	
	enemy	敵	sweet	甘い	noise	音	
	net	網	falcon	ハヤブサ	train	訓練する	
	quality	質		protect	守る	hire	雇う

Jack Brown came to Japan in July 2007 to study at a Japanese high school for one year. He and Makoto were in the same class. They became very good friends. One day in spring, Jack invited Makoto to his house in America. He said to Makoto, “ ① ” Makoto was very happy to hear that. So, when Jack returned to his home, Makoto went to America with him. Makoto spent his summer ②vacation at Jack’s house.

Mr. and Mrs. Brown are farmers. They grow blueberries. One of Makoto’s favorite foods in America was fresh blueberries over vanilla ice cream. Makoto said, “I didn’t know fresh blueberries were so good! Blueberries are popular in Japan, but I never had fresh blueberries.”

Jack and Makoto helped Mr. and Mrs. Brown at the farm. Makoto enjoyed it. In some parts of the farm, people can pick and buy their own blueberries. Jack and Makoto walked around there and looked for Japanese beetles, because the beetles are bad for blueberry trees. They caught the beetles from the trees with their hands. Makoto said to Jack, “I didn’t know that Japanese beetles like blueberry trees.”

Jack said, “Yes, they love blueberry trees. But birds are our biggest enemy. Soon a lot of blueberries will become sweet and good for picking. Then, many small birds will come to eat them.”

③That evening during dinner, Jack’s family started talking about the bird problem at the farm.

Mrs. Brown said to Makoto, “When we made a big noise to scare off the birds, people living near our farm said they didn’t want to hear such a big noise every day. The people who came to pick blueberries didn’t like the noise, ④(ア either イ too ウ again). Also, the birds soon learned that the noise was not something that kills them, and they came back. So we stopped making noise. Then, we used a chemical that the small birds didn’t like, but the chemical is not ⑤(ア sell イ sold ウ buy) now. Getting a net to cover the farm is a lot of money. Now we are trying a new way to scare off hungry birds — we use bigger birds.”

Makoto became interested and asked Mr. and Mrs. Brown to tell him more about the new way. Mr. Brown said, “Small birds love blueberries, but they are afraid of falcons and fly away when they see one. So some farmers in America use trained falcons to protect their blueberries. Tomorrow, you will see ⑥this new way, Makoto. You’ll meet Adam. He will bring his falcons tomorrow. We



Small birds over a blueberry farm

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

- ア I want you to come and stay with me in America this summer.
- イ Why don’t you invite me to your house during the summer?
- ウ You can’t come to America, but we’ll always be friends.

問2 下線部②、⑦の語句を、それぞれ日本語に直せ。

問3 下線部③を日本語に直せ。

問4 ④、⑤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5 ブラウンさん一家が、鳥を追い払うのに大きな音をたてるのをやめたのはなぜか。日本語で3つ、簡条書きにして書け。

問6 下線部⑥の内容を、日本語で具体的に書け。



問7 下線部③について、あなたはどうか。25語程度の英語で書け。ただし、2文または3文で書き、コンマやピリオドなどは語数に含めないこと。

問8 下線部④が指している内容を、日本語で書け。

問9 本文の内容と合っているものを、次のア～エから1つ選び、その記号を書け。

ア Jack said that the small birds that came to their farm were very useful for protecting their blueberries.

イ Makoto enjoyed playing with Japanese beetles in America because it's hard to find them in Japan.

ウ The small birds are a bigger problem than Japanese beetles on Brown's blueberry farm.

エ Makoto wanted to train falcons, so he helped Mr. and Mrs. Brown at their farm.

◆ 解答用紙 ◆

問1				
問2	②		⑦	
問3				
問4	④		⑤	
問5	.			
	.			
	.			
問6				
問7				
問8				
問9				

◆ 解答 ◆

問1	ア			
問2	②	休暇	⑦	早朝に
問3	その晩、夕食の時に、ジャックの家族は、農場の鳥の問題について話し始めました。			
問4	④	ア	⑤	イ
問5	・近所の住民が毎日そんな音を聞きたくないと言ったから。			
	・ブルーベリーを摘みに来る人たちがその音を好まなかったから。			
	・鳥がその音に慣れ、戻ってきたから。			
問6	鳥からブルーベリーを守るのにハヤブサを使うこと。			
問7	(例) I feel very sad. It is important for us to have food to eat, but I don't want people to kill hungry birds and animals.			
問8	農場で化学薬品を必要としないこと。			
問9	ウ			

◆ 解説 ◆

- 問1 直前の文で、「Jack は Makoto をアメリカの自分の家に招待しました」と言っていることから考える。invite ... to ~ = 「…を～に招待する」
- 問3 start ~ing = 「～し始める」
- 問4 ④ 否定文で「～も」と言うときには、too ではなく、either を使う。  
⑤ 受動態は<be 動詞+過去分詞>で表す。sold は sell (～を売る) の過去分詞。
- 問5 第5段落第2文、第3文、第4文の内容をそれぞれまとめる。
- 問6 直前の文に述べられている。to protect は目的を表す副詞的用法の不定詞。
- 問7 下線部⑧では「アメリカでは毎年、たくさんの鳥や動物たちが、農民の育てた食べ物を食べに来たときに殺されています」と述べられている。このことについて自分がどう思うかを、自由に書けばよい。語数や文数の指定を必ず守ること。
- 問8 直前の farmers won't need chemicals on the farm を指している。
- 問9 ア「Jack は農場にやって来る小さな鳥たちが、ブルーベリーを守るのにとっても役立つと言いました」 第4段落第2文、第4文の内容と合わない。  
イ「Makoto は日本で見つけるのが難しいので、アメリカでマメコガネと遊んで楽しみました」 そのような記述はない。  
ウ「Brown さんのブルーベリー農場では、マメコガネよりも小さな鳥たちのほうがより大きな問題です」 第4段落第1、2文参照。they は Japanese beetles を指している。  
エ「Makoto はハヤブサを訓練したかったので、農場で Brown 夫妻を手伝いました」 そのような記述はない。

◆ 問題 ◆ 21 - 4 - 41

次の英文は、中学生の佐知 (Sachi) が、昨年の夏に、いとこの絵美 (Emi) と海で体験したことについて書いたものです。これを読み、問1、問2に答えなさい。

(和歌山県 2009年度)

Emi is a junior high school student in Tokyo. She came to my house in Wakayama City on July the thirty-first. She stayed at my house for a week.

When Emi had dinner with me on the first day of her stay, my mother said, "Emi, I want to show you the beautiful sea around Southern Wakayama. Let's go there tomorrow." Emi and I were very happy. After dinner, we searched "Southern Wakayama" on the Internet, and we found an interesting homepage. On that homepage, there were many exciting activities, for example, Exploring the Underwater World, Fishing and Whale-watching.

On  the first, my mother, Emi and I took a train for Southern Wakayama early in the morning. We saw the beautiful sea and mountains from the train.

We got to the beach at twelve. The sea was beautiful. After having lunch at the beach, Emi and I played in the sea. We had a good time. Then we saw some fish in the sea near the beach. We gave them some food, and soon more fish came. They were very cute.


After that, my mother, Emi and I went to the quay to take a boat for "Exploring the Underwater World."

There were many people on the quay. We took the last boat of the day. Our boat left the quay on schedule. There were some windows on the bottom of the boat. Soon we could see beautiful coral reefs through the windows. Many fish were swimming around the coral reefs. My mother said to us, "These coral reefs look like beautiful rocks. But they are not rocks. They are living things." Emi and I were surprised to hear that. We had a wonderful time on the boat for twenty-five minutes. Our boat came back to the quay at  fifty-five.

The sea around Wakayama has many living things. I really love it. I want many people to know about this beautiful sea.

注	Southern Wakayama 南紀	search 探す	homepage ホームページ
	explore 探検する	underwater 海中の	fishing 魚釣り
	whale-watching クジラの観察	cute かわいい	quay 波止場
	boat 船	last 最後の	on schedule 予定どおりに
	on the bottom 底に	coral reef サンゴ礁	rock 岩

問1 佐知と絵美が見つけたホームページの一部を下に示しています。これを見て、文中の  ,  にあてはまる最も適切な英語を書きなさい。



**和歌山県で、ほんまもん体験!**

**南紀の海は自然の宝庫**

7月, 8月, 9月の体験活動

海中世界の探検

魚釣り

クジラの観察

船に乗って海中世界を探検しよう

①出発時刻 午前 9:30  
午前 11:30  
午後 1:30  
午後 3:30

②集合時刻 各出発時刻の10分前までに集合

③所要時間 25分

問2 本文の内容に合うように、次の文の ( ) にあてはまる最も適切なものを、それぞれア～エの中から1つ選び、その記号を書きなさい。

(1) Sachi and Emi ( ).

- ア came to Wakayama City from Tokyo in July
- イ had lunch on the train for Southern Wakayama
- ウ found many exciting activities on the Internet
- エ wanted Sachi's mother to see the beautiful sea

(2) After lunch, Sachi and Emi enjoyed ( ).

- ア seeing the beautiful sea and mountains
- イ talking with people on the quay
- ウ catching many fish in the sea
- エ playing in the beautiful sea

(3) When Sachi, Emi and Sachi's mother were on the boat, they ( ).

- ア saw many fish that were swimming around coral reefs
- イ looked for a good place for whale-watching
- ウ were very surprised to see many beautiful rocks
- エ gave some food to many fish through the windows

◆ 解答用紙 ◆

問1	A		B	
問2	(1)		(2)	
	(3)			

◆ 解答 ◆

問1	A	August	B	three
問2	(1)	ウ	(2)	エ
	(3)	ア		

◆ 解説 ◆

- 問1  A 第1段落第2文と第2段落第1, 2文より, 佐知たちが8月1日に出かけたことがわかる。
- B 第5段落第3, 4文とホームページから, 佐知たちの乗った船が3時30分に出発したことがわかり, 第5段落最後から2文目より, その25分後に波止場に戻ってきたことがわかる。
- 問2 (1) 第2段落最後の2文参照。
- (2) 第4段落第2, 3文参照。
- (3) 第5段落第7文参照。

◆ 問題 ◆ 21 - 4 - 42

次の英文は、高校生の勇治 (Yuji) が、「柔道から学んだこと」という題で書いたスピーチの原稿です。これを読み、問1～問6に答えなさい。

(和歌山県 2009年度)

Hello, everyone. My name is Yuji. I am a member of the judo club. Judo is one of the Japanese martial arts like sumo and kendo. ①I ( it, one, practiced, year, have, for ). There are only five members in our club, but we practice judo very hard from Monday to Saturday.

Last month we had a judo tournament in our city. It was my first tournament. I really wanted to win at the tournament. So I visited the university gym near my school every Sunday and practiced judo with university students.

The day of the judo tournament came, and we went to the city gym for the tournament. Many students were practicing there. They looked very strong, so I became very nervous. Soon the tournament started. Then I had my match. My opponent moved very quickly on the mat, and he tried to throw me many times. He was very strong, but I didn't give up. Just before the end of the match, I threw him to the mat. I was very [ A ] to win the match, so I struck a victory pose.

I went to my teacher after the match. He said to me, "Yuji, your match was good. But you forgot one important thing." At that time, [ ]. So I thought and thought, "What did I forget?"

That day, I watched a lot of matches for a long time. At the end of the tournament, I saw one student on the mat. He didn't win his match, but he bowed to his opponent politely after the match. Then I suddenly realized the "important thing." I didn't bow politely, and I struck a victory pose. I understood my teacher's [ B ] at last.

After the tournament, I said to my teacher, "I didn't bow to my opponent politely. We should always bow to our opponents politely. ②That is the ( should, important, forget, we, thing, not )." He said, "You are right! Listen, Yuji. You can practice judo thanks to your opponents. You can also learn your good points and bad points through matches. So you should respect your opponents."

Now I think respecting opponents is more important than winning matches. We should respect all the people supporting us. I learned that from judo. I want to be a strong person who can respect other people. I will practice judo harder.

注 martial arts 武道 tournament トーナメント win 勝つ university 大学  
gym 体育館 strong 強い nervous 緊張して match 試合  
opponent 相手 mat (柔道用の) 畳 give up あきらめる end 終わり  
struck < strike の過去形 strike a victory pose ガッツポーズをする  
forgot < forget の過去形 thought < think の過去形 bow (頭を下げて) 礼をする  
politely 礼儀正しく realize はっきり理解する understood < understand の過去形  
at last やっと thanks to ~ ~のおかげで point 点 respect 敬う

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

- ア A lucky B dreams
- イ A strong B matches
- ウ A happy B words
- エ A nervous B problems

問2 下線①, ②が、それぞれ意味の通る英文になるように、( ) の中の語を並べかえて英文を完成させなさい。

問3 本文中の [ ] にあてはまる最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。

- ア I wanted to practice judo with my teacher
- イ I didn't understand why he said that
- ウ I could answer his question quickly
- エ I didn't listen to my teacher

問4 次の(1), (2)の問いに、それぞれ英語で答えなさい。

- (1) When did Yuji practice judo at the university gym?
- (2) Why did Yuji become very nervous before his match at the city gym?

問5 次のア～オの英文について、本文の内容と一致する最も適切なものを2つ選び、その記号を書きなさい。

- ア Yuji practiced judo with university students to win at the tournament.
- イ Yuji gave up his match because his opponent was very strong.
- ウ At the tournament, many students struck victory poses after their matches.
- エ After the tournament, the teacher told Yuji to respect opponents.
- オ Yuji thinks the most important thing in judo is to win matches.

問6 勇治は、どのような人になりたいと思っていますか。日本語で書きなさい。

◆ 解答用紙 ◆

問1		
問2	㉑	I ( ).
	㉒	That is the ( ).
問3		
問4	(1)	
	(2)	
問5		
問6		

◆ 解答 ◆

問1		ウ
問2	㉑	I ( have practiced if for one year ).
	㉒	That is the ( important thing we should not forget ).
問3		イ
問4	(1)	He practiced it there every Sunday.
	(2)	Because many students looked very strong.
問5	ア	エ
問6		他の人々を敬うことができる強い人。

◆ 解説 ◆

問1 [ A ] 試合に勝って、ガッツポーズをしたときの気持ちとしてふさわしいものを選ぶ。

問2 ㉑ 「私は1年間それを練習してきました」 <have[has]+過去分詞>で、現在までの継続を表す。

㉒ 「それは私たちが忘れてはいけない大切なことです」 we should not forget がthing を修飾している。

問3 直後に「だから、私は『何を忘れたのだろう』と考えに考えました」と言っていることから考える。

問4 (1) 問いは「勇治はいつ、大学の体育館で柔道の練習をしましたか」。 第2段落最終文参照。

(2) 問いは「市の体育館での試合の前、どうして勇治はとても緊張しましたか」。 第3段落第3文参照。

問5 ア 「勇治はトーナメントで勝つために、大学生と柔道の練習をしました」 第2段落最後の2文参照。

エ 「トーナメントの後、先生は勇治に相手を敬うように言いました」 <tell+目的語+to ~>= 「(目的語) に~するように言う」 最後から2段落目最終文参照。

問6 最終段落最後から2文目参照。

◆ 問題 ◆ 21 - 4 - 43

次の文は、高校生の浩子（Hiroko）さんが、英語部の活動で、オムライス（omuraisu）についての体験を書いたものです。これを読んで、各問いに答えなさい。

（鳥取県 2009 年度）

I want to make my own lunch to take to school every day, but I often have no time to do so because I can't get up early in the morning. My mother leaves home early for work, so my father often makes lunch for me.

Yesterday my father made my lunch again. When I opened my lunch box, I was glad to see omuraisu. It is one of my favorites. I enjoyed eating it, and I noticed ①a difference. The omuraisu looked the same, but he used different kinds of \*vegetables in it. They were \*crisp, and the omuraisu \*tasted more delicious \*than usual.

When my father got home, ( ② ). After he listened to me, he pointed to the paper bag by the kitchen door and said, "This morning Mr. Yamamoto gave us a lot of \*fresh vegetables from his farm. They looked delicious, so I wanted to use them for your lunch." Mr. Yamamoto is a man who lives near our house and is very kind to us.

Now I knew what ( ③ ) the omuraisu delicious. When my father or I make omuraisu, we usually use \*mixed vegetables. They are \*convenient because we can cook them quickly. But today he used fresh \*onions and \*green peppers. He said, "I had to \*cut the vegetables, so it took more time. I am very glad to hear that the omuraisu was delicious."

Soon my mother came home with a box in her hands. There were twenty eggs in the box. She said that Ms. Tanaka, another \*neighbor, gave them to her in front of our house. They were from her farm and very fresh.

We told my mother about the omuraisu. My father said, "Today's omuraisu taught us an important thing. We have a busy life, and we often cook and eat quickly. But does it make us happy? We should think about ④this." My mother said, "That's right. Now we have fresh \*local food from our neighbors. Let's cook and enjoy them together!" "Good idea. ⑤It will be fun!" I answered.

We enjoyed cooking together and talked a lot at dinner. It was a wonderful evening.

注	vegetable(s) 野菜	crisp	しゃきしゃきしている	taste(d)	味がする
	than usual	いつもより	fresh	新鮮な	
	mixed vegetables	ミックスベジタブル	(数種類の野菜を冷凍したもの)	convenient	便利な
	onion(s) 玉ねぎ	green pepper(s)	ピーマン	cut	切る
	local	その土地の	neighbor	近所の人	

問1 本文の内容と一致するものを、次のア～カから二つ選び、記号で答えなさい。

- ア お母さんと浩子さんの2人分の弁当は、毎朝お父さんが作っている。
- イ 浩子さんは、昨日の弁当が好物のオムライスだったので、うれしかった。
- ウ 浩子さんは、昨日弁当を開け、一目見ていつもと違うことに気づいた。
- エ お父さんが帰宅した時、田中さんから野菜をもらったと浩子さんに教えた。
- オ お母さんは、帰宅した時、玄関先で近所の人から地元の食材をもらった。
- カ 昨日は、お母さんが、新鮮な食材を買ってきて夕食を作ってくれた。

問2 下線部①について、なぜそのような違いが生じたのか、日本語で答えなさい。

問3 ( ② ) にあてはまる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 he told me to make dinner for my family
- イ he said that the omuraisu wasn't good
- ウ I asked him to buy a new lunch box for me
- エ I asked him about the vegetables in the omuraisu

問4 本文の内容から判断して、( ③ ) にあてはまる語として最も適当なものを、英語一語で書きなさい。

問5 下線部④が表す内容を、日本語で答えなさい。

問6 下線部⑤の時の浩子さんの気持ちとして最も適当と考えられるものを、次のア～エからひとつ選び、記号で答えなさい。

- ア 自分も地元の食材を使って毎日弁当を作りたい。
- イ 地元の食材を使って家族で料理して食べるのがうれしい。
- ウ 新鮮な食材をくれた近所の人たちに明日お礼を言いたい。
- エ お父さんとお母さんが料理を作ってくれるのでうれしい。

問7 次の英文は、浩子さんと、浩子さんの作文を読んだ外国語指導助手のヒル（Hill）先生との会話です。本文の内容から判断して、( ア ) ～ ( エ ) にあてはまる最も適当な語を、それぞれ英語一語で書きなさい。

Mr. Hill: I really enjoyed your \*essay, Hiroko.  
 Hiroko: Oh, thank you.  
 Mr. Hill: ( ア ) did your family make?  
 Hiroko: \*Omelets. They were delicious. The vegetables and ( イ ) our neighbors gave us were very fresh. And we talked about our weekend plans while we were cooking and ( ウ ) the omelets.  
 Mr. Hill: That's wonderful! You had a very good time with your family.  
 Hiroko: Yes. ( エ ) to the omuraisu yesterday. I'm interested in local food now.

注 essay 作文 omelet(s) オムレツ

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	イ, オ	
問2	いつもと違った野菜を使ってオムライスを作ったから	
問3	エ	
問4	made	
問5	私たちは料理や食事に時間をかけないことが多いが、それは幸せなことだろうかということ	
問6	イ	
問7	ア	What
	イ	eggs
	ウ	eating / enjoying
	エ	Thanks

◆ 解説 ◆

- 問1 イ 第2段落第1～3文参照。  
 オ 第5段落第1文と第3文参照。
- 問2 直後の文に書かれている。
- 問3 直後の文に着目して考える。「私の話を聞いてから」とあるので、浩子さんがお父さんに話しかけたことがわかり、お父さんの発言から、浩さんが野菜についてたずねたことが推測できる。
- 問4 <make+目的語+形容詞>=「(目的語)を～にする」
- 問5 直前の2文の内容をまとめればよい。
- 問7 ア 「あなたの家族は何を作りましたか」  
 イ 近所の人たちからもらったものは、野菜とたまご。第5段落第2, 3文参照。  
 ウ 過去進行形の文で、現在分詞をand でつないでいる。  
 エ thanks to ～=「～のおかげで」



◆ 問題 ◆ 21 - 4 - 44

次の英文は、2学期の文化祭でトモヤ (Tomoya) さんが左下のマークの写真を使って、「フェアトレード (Fairtrade)」についてのスピーチをしたときの原稿です。これを読んで、あとの問1～問7に答えなさい。  
(\*印のついている単語・語句には本文のあとに〈注〉があります。)

(島根県 2009年度)



Hello, everyone. I'm Okada Tomoya. I am a junior high school student.

Have you ever seen <sup>(1)</sup>this picture? This picture means "Fairtrade." I saw it when I went to a coffee shop last week. The \*owner of the shop told me about it. I heard the word for the first time that day. Now I will tell you about Fairtrade.

Fairtrade started about fifty years ago in \*Europe. At that time in many parts of the world people working on farms had <sup>(2)</sup>a big problem; they couldn't make enough money to live. Shops around the world sold things like coffee or tea and got money, and farm owners got money, too. But the money didn't go to the workers—the people working on farms.

There were other problems. Farm owners tried to make things like coffee quickly because they wanted to get much money. For <sup>(3)</sup>this reason, they used more chemicals. They used children to work on farms, too. Those children didn't get money from them. Many children couldn't go to school and had to work on farms.

Then Fairtrade started. Some shops began to buy things at higher prices. For example, when a \*kilogram of coffee was sold for about 160 yen \*on average, shops which supported Fairtrade bought a kilogram of coffee for about 300 yen. People who joined Fairtrade got more money than people who didn't join Fairtrade. Thanks to the money, some changes happened. Farm owners stopped using a lot of chemicals. They began to give more money to the workers. ( A ) New schools for children were built.

Now many people around the world are interested in Fairtrade. But in Japan, few people know about Fairtrade. <sup>(4)</sup>It makes me really sad. If we don't choose Fairtrade coffee and buy other coffee, it will be cheaper. But if we choose Fairtrade coffee, it will help many workers and many children around the world. I think each of us should learn about Fairtrade and start doing something we can do. What do you think about it?

注 owner 経営者 Europe ヨーロッパ kilogram キログラム  
on average 平均して

問1 下線部(1)の写真をトモヤさんはどこで見つけましたか。日本語で答えなさい。

問2 下線部(2)は農場で働く人々にとって、どのような問題ですか。日本語で具体的に答えなさい。

問3 下線部(3)が指す内容を日本語で表す場合、次の(①)、(②)に入れるべき日本語をそれぞれ答えなさい。

農場経営者が(①)ので、(②)という理由。

問4 本文中の(A)にふさわしいものを、ア～エの中から一つ選び、記号で答えなさい。

- ア Farm owners began to use more children.
- イ Some shops began to sell expensive coffee.
- ウ Children didn't have to work.
- エ More chemicals were used on the farms.

問5 下線部(4)が指す部分を本文中から探し、その内容を日本語で答えなさい。

問6 トモヤさんは、結論として、私たちはどのようにすべきだと考えていますか。それがわかる部分を本文中から探し、その内容を日本語で答えなさい。

問7 ア～オの中から、本文の内容と一致しているものを二つ選び、記号で答えなさい。

- ア Tomoya knew the word "Fairtrade" when he was an elementary school student.
- イ Fairtrade started in the 15th century in Europe.
- ウ Farm owners didn't give children any money for working on farms.
- エ A kilogram of Fairtrade coffee is sold for about 160 yen now.
- オ Fairtrade coffee is usually more expensive than other coffee.

◆ 解答用紙 ◆

問1			
問2	( ) という問題		
問3	①		
	②		
問4			
問5			
問6			
問7			

◆ 解答 ◆

問1	コーヒー店		
問2	暮らしていくのに十分なお金を稼ぐことができなかった		
問3	①	たくさんのお金を手に入れたかった	
	②	コーヒーなどのものを急いで作ろうとした	
問4	ウ		
問5	日本にはフェアトレードのことを知っている人がほとんどいないこと。		
問6	私たち一人一人がフェアトレードについて学び、できることを始めるべきだ。		
問7	ウ	オ	

◆ 解説 ◆

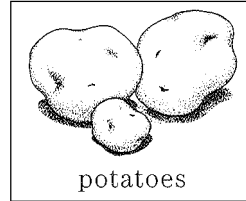
- 問1 第2段落第3文参照。  
 問2 ;のうしろに書かれている。  
 問3 **this reason** は直前の文を指している。**try to ~** = 「~しようとする」  
 問4 直後の文に着目して考える。**don't[doesn't] have to ~** = 「~する必要はない」  
 問5 直前の文を指している。**few** = 「ほとんどない」  
 問6 最終段落最後から2文目に書かれている。  
 問7 ウ「農場経営者たちは農場での労働に対して、子供たちにまったくお金を払いませんでした」 第4段落最後から2文目参照。  
 オ「フェアトレードコーヒーは一般にはほかのコーヒーよりも高い」 最終段落第4文参照。

◆ 問題 ◆ 21 - 4 - 45

次の英文を読んで、問1～問5に答えなさい。

(岡山県 2009年度)

My mother said, "Come here and help us, Yuki." But I was very tired. Our softball team had an important game, but we didn't win the game. I didn't play well.



My mother and grandmother were cooking curry and rice in the kitchen. My mother said, "Well, peel all the potatoes, Yuki." I didn't like the work. It was difficult to peel the potatoes because they were small.

They were smaller than potatoes at the supermarket. My grandmother grew them. I thought, "Why are my grandmother's potatoes so small? Why can't she grow big potatoes?"

I finished peeling just a few potatoes and said, "I don't want to do this today. I don't like your potatoes. These small potatoes are really annoying." My mother said, "Oh, don't say such a thing. Keep working." I said, "I don't think we should use such small potatoes. I can't cook well with such small potatoes. You are not good at growing potatoes, grandma." My mother said, "Stop it. Say sorry to grandma, Yuki." But I left the kitchen without a word and went to my room. I knew my words made my grandmother sad. I knew I was wrong.

The next morning, my grandmother became sick and had to stay in the hospital. A few days later, I was surprised when I found a box of big potatoes in the kitchen. My grandmother was going to send the box to a community center in our city. I said to my mother, "Look! These potatoes are very big. Where did she get them?" My mother said, "Your grandmother grew them. She sends big potatoes to the center every year." And she told me the story about my grandmother's potatoes.

Eight years ago, my family was in Canada because my father had to work there. My grandmother stayed in Japan, and she felt lonely. She wanted new friends, so she started to visit the community center. Soon she made new friends and she started to enjoy her life again. Many people there became her good friends, so the potatoes were her message of "Thank you" to them. I learned everything. So I wrote a letter to my grandmother in the hospital.

Now I buy potatoes at the supermarket. When I peel potatoes, I always remember my grandmother. And I sometimes want to eat curry and rice with small potatoes. But it is difficult to get small potatoes at the supermarket.

注 grandmother=grandma      curry and rice カレーライス      kitchen 台所  
 peel ~ ~の皮をむく      grew grow ~ (~を栽培する)の過去形  
 annoying いらいらさせる      keep ~ing ~し続ける      community center 公民館  
 lonely さびしい

問1 下線部(ア)の理由を具体的に日本語で説明しなさい。

問2 下線部(イ)の Yuki の気持ちを表したものと最も適当なのは、(1)～(4)のうちではどれですか。

- (1) 言ってはいけないことを言ってしまって後悔している。
- (2) これまで我慢していたことを言えて喜んでいいる。
- (3) 次はどんな手伝いができるのかと期待している。
- (4) 皮をむくことが上達しないことを悲しんでいる。

問3 下線部(ウ)の単語を、最も適当な形に変えて書きなさい。

問4 次の英文は、下線部(エ)の一部である。  ,  にそれぞれ適当な英語1語を入れて、英文を完成させなさい。

Grandma, I said to you, "I don't like your potatoes." Do you remember it? I felt very sorry at that time, but I couldn't say sorry to you. Our softball team didn't win an important game and I was very  then. Now I know why the potatoes we cook at home are . I'm sure the people at the center are very happy to receive your potatoes. Our potatoes are , but I really love curry and rice you cook for me. I'm very sorry.

注 I'm sure ~ きっと～だと思う

問5 英文の内容をもとに、次の(1)、(2)の質問の答えを英語で書きなさい。

- (1) Did Yuki's grandmother grow big potatoes?
- (2) Why did Yuki's grandmother send her potatoes to the community center?

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	ジャガイモが小さくて、皮をむきにくかったから。			
問2	1			
問3	wrote			
問4	(1)	tired	(2)	small
問5	(1)	Yes, she did(.)		
	(2)	Because she wanted to say “Thank you” to her friends at the community center(.)		

◆ 解説 ◆

問1 直後の文に書かれている。

問2 直前の文で「私の言葉が祖母を悲しませたことをわかっていました」と言っていることから考える。<make +目的語+形容詞>=「(目的語)を～にする」

問3 過去のことを述べているので、過去形にする。write は write—wrote—written と不規則に変化する。

問4 (1) 本文第1段落第2文参照。

(2) 「今では、なぜ家で料理するじゃがいもが小さいのかわかります」「私たちのじゃがいもは小さいけれど、あなたが私に作ってくれるカレーライスが本当に大好きです」

問5 (1) 質問は「Yuki の祖母は大きなジャガイモを育てましたか」。Yuki の祖母は育てている。第4段落第5文と第7文参照。

(2) 質問は「なぜ Yuki の祖母は公民館へじゃがいもを送りましたか」。第5段落最後から3文目より、Yuki の祖母が公民館で友だちになった人たちに、「ありがとう」と伝えたかったことがわかる。「～だから」と答えるときは because を使う。「～したい」=want to ～

◆ 問題 ◆ 21 - 4 - 46

次の英文を読んで、あとの問1～問7に答えなさい。

(広島県 2009年度)

Shogo is a high school student. He studies English hard because he hopes to go to college in Australia. He loves the country and the people there. Two years ago, he visited Sydney and stayed with the Howell family. The family had three members, Mr. Howell, Mrs. Howell and their child, David. David was as old as Shogo.

On the first night of his stay, Shogo gave David a jigsaw puzzle. He said, "This is a present for you. Look at the picture on the package. It's a famous bridge in my town." David said, "Thank you, Shogo. I like jigsaw puzzles very much. Wow, the bridge looks very beautiful. Is this a wooden bridge?" Shogo answered, "Yes, it is. It has five beautiful arches. In spring, many people come to my town to enjoy looking at cherry blossoms and the bridge. By the way, David, we're going to visit the Sydney Harbour Bridge tomorrow. You told me about it in the e-mail, right?" David answered, "Yes. Our bridge also has a beautiful arch but it's made of steel. It's seventy-five years old this year, and we'll have a special event tomorrow. More than 200,000 people will walk across the bridge! We'll  them." Shogo said, "Great! I can't wait!"

The next morning, Shogo went to the Sydney Harbour Bridge with David, Mr. Howell and Mrs. Howell. They took a train because there were so many cars on the roads. When they got off the train, they saw a lot of people. All of them were walking to the bridge. Shogo was surprised and said, "So many people!" "Yes. People in Sydney love this bridge very much," Mr. Howell answered. Before walking across the bridge, everyone got a yellow cap as a present. Each cap had a number "75" on it. Shogo and the Howell family put their caps on and started to walk. "①I (visit have to wanted bridge this always)," Shogo said. "I'm glad to hear that," David said. Suddenly Mrs. Howell said, "Look, Shogo! We'll get a nice view here!" Shogo said, "Wow, I know that famous building. It looks really beautiful against the sea." Then Shogo asked in English one of the people walking across the bridge to take a picture. "Sure," the person answered and took a picture of Shogo and the Howell family. They started to walk again. Some people around ②them were also taking pictures. Other people were singing songs and dancing. "Everyone is enjoying walking across the bridge," Shogo said. "Yes. People in Australia enjoy life. We like events very much," David answered.

Shogo stayed at the Howell's home for a week, and it was too short for him. Australia is a big country and he wants to . So he hopes to go to college in Australia. He sometimes gets e-mails from David. They're still good friends. Shogo hopes to visit the Sydney Harbour Bridge again with David.

注 college 大学 Sydney シドニー (オーストラリアの都市) jigsaw puzzle ジグソーパズル  
 package 箱 bridge 橋 wooden 木製の arch アーチ  
 cherry blossom 桜の花  
 the Sydney Harbour Bridge シドニーハーバーブリッジ (シドニーにある有名な橋)  
 be made of～ ～できている steel 鋼鉄 event 行事 put～on ～を身に付ける  
 view 風景 against ～を背景に

問1 次の(1)・(2)に対する答えを、日本語で書きなさい。

- (1) デイビッドが省悟からもらったプレゼントの箱には、何の写真が印刷されていましたか。
- (2) 省悟とハウエル一家は、シドニーハーバーブリッジへ行くために、なぜ電車を使ったのですか。

問2 本文中の  にあてはまる最も適切な語を、次のア～エの中から選び、その記号を書きなさい。

- ア build                      イ carry                      ウ join                      エ use

問3 本文中の下線部①が意味の通る英文になるように ( ) 内の語を並べかえて、英文を完成しなさい。

問4 本文中の ②them はだれを指していますか。本文中から抜き出して書きなさい。

問5 次の(1)・(2)に対する答えを、英文で書きなさい。

- (1) Why do many people visit Shogo's town in spring?
- (2) Did Shogo want to stay in Australia longer?

問6 次のア～エの中で、本文の内容に合っているものを1つ選び、その記号を書きなさい。

- ア David didn't know how to enjoy doing jigsaw puzzles very much.
- イ The Howell family enjoyed looking at a picture of cherry blossoms.
- ウ It was exciting for Shogo to see many cars on the roads near the station.
- エ Shogo knew the Sydney Harbour Bridge was loved by the people in Sydney.

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

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(1)	省悟の町にある有名な橋
	(2)	道路は車で混雑していたから。
問2	ウ	
問3	have always wanted to visit this bridge	
問4	Shogo and the Howell family	
問5	(1)	Because they enjoy looking at cherry blossoms and the bridge.
	(2)	Yes, he did.
問6	エ	
問7	learn many things about it	

◆ 解説 ◆

- 問1 (1) 第2段落第3, 4文参照。  
 (2) 第3段落第2文参照。
- 問3 「私はいつもこの橋を訪れたいと思っていました」 always の位置に注意する。
- 問5 (1) 質問は「なぜたくさんの人たちが、春に省悟の町を訪れるのですか」。第2段落第11文参照。  
 (2) 質問は「省悟はもっと長くオーストラリアにいたいと思いませんか」。最終段落第1文参照。
- 問6 ア 「ディビッドはジグソーパズルの楽しみ方を、よく知りませんでした」 第2段落第6文の内容と合わない。  
 イ 「ハウエル一家は桜の花の写真を見て楽しみました」 そのような記述はない。  
 ウ 「省悟にとって、駅の近くの道路でたくさん車を見ることはわくわくすることだった」 It is ... for ... to ... = 「～にとって～することは…です」 そのような記述はない。  
 エ 「省悟はシドニーハーバーブリッジが、シドニーの人たちに愛されていることを知りました」 第3段落第7文参照。
- 問7 直前の文で1週間の滞在では短すぎたと言っていることから、オーストラリアが大きな国なのでどうしたいと思っているのかを、自由に考えて書けばよい。

◆ 問題 ◆ 21 - 4 - 47

次の英文を読んで、あとの問1～問4に答えなさい。

(山口県 2009年度)

Yuki loved her school life. She was always happy, but she worried about one thing. One day in class, she had to write about her dream for the future. She could not write anything. After the class, her friends were talking about their dreams. Yuki felt sad. She didn't know (A).

The next day, Yuki and her mother went to a piano concert. In the concert hall, Yuki was surprised to see a dog. It was sitting quietly on the floor during the concert. Her mother explained, "That's a guide dog. Guide dogs can come into halls like this. They can also go into some hotels, restaurants and so on."

When they came back home, Yuki talked with her father about the dog. He said, "My friend works in a dog training school as a dog trainer. If you want to visit the school and talk to her, I can ask her." Yuki was interested and decided to go.

A few days later, Yuki and her father went to the school. There, she met her father's friend Ms. Kimura. They began to talk soon.

Yuki asked, "Did you become a dog trainer because you liked dogs?" Ms. Kimura answered, "Yes, but it is not an easy job and it takes a long time to teach something to dogs."

"Have you ever thought about giving up?" Yuki asked. Ms. Kimura said, "No, I haven't. There are many people who need my help. I want to work for those people. (B)That is the most important thing for me. Many people have come and said that their guide dogs have changed their lives. When they become happy, I feel happy, too." Yuki asked, "So you love your job, Ms. Kimura?" "Yes," Ms. Kimura smiled and said, "I love my job, and I am proud of it."

Yuki was moved by Ms. Kimura's words. She asked more questions about the job. Ms. Kimura was kind and answered every question Yuki asked.

Before Yuki and her father left the school, Yuki smiled at Ms. Kimura and said, "Thank you very much. I have worried about my future, and I still don't know what to do, but (C). I want to help many people, too." Her father and Ms. Kimura also smiled.

注	future 将来	concert コンサート	hall(s) ホール
	quietly 静かに	guide dog(s) 盲導犬	training school 訓練校
	trainer 訓練士	giving up 仕事をやめること	lives life (人生) の複数形
	am proud of ～ ～に誇りを持っている		was moved 感動した

問1 下線部 (A), (C) には、次の1～4の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 how her friends knew her dream  
 2 what she should do in the future  
 3 where her friends wrote about their dreams  
 4 why she had to think about her school life

- (C) 1 I've decided to work at a restaurant, Ms. Kimura  
 2 I've decided to stop having a dream, Ms. Kimura  
 3 I'd like to have a dog to help me, Ms. Kimura  
 4 I'd like to become a person like you, Ms. Kimura

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

- 1 To love dogs and take care of them  
 2 To teach something important to dogs  
 3 To work for people who need my help  
 4 To meet people who can change my life

問3 本文の内容に合うものを、次の1～4から1つ選び、記号で答えなさい。

- 1 Yuki's mother was surprised when she saw a guide dog in the concert hall.  
 2 Yuki's father told Yuki to explain about guide dogs to Ms. Kimura.  
 3 Yuki talked with Ms. Kimura and learned that Ms. Kimura was proud of her job.  
 4 Yuki didn't enjoy her time at the dog training school, so she left there alone.

問4 次は、Yuki が犬の訓練校を訪れた日に書いた日記の一部である。本文の内容に合うように、下線部①～④に入る適当な英語を、1語ずつ答えなさい。ただし、( ) 内に与えられた文字で書き始めなさい。

I went to a dog training school with my ① (f \_\_\_\_\_) today. I met Ms. Kimura there. She is a dog trainer. We talked a lot about guide dogs and her job. Ms. Kimura thinks that her job is ② (d \_\_\_\_\_), but she really enjoys it. She wants to ③ (m \_\_\_\_\_) many people happy. I was moved when I heard her words, and I asked her more about her job. She was kind and answered all of my questions. She is a wonderful woman. I liked her very much. I will never ④ (f \_\_\_\_\_) the things she taught me today!

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(A)	2	(C)	4
問2	(B)	3		
問3	3			
問4	①	father		
	②	difficult		
	③	make		
	④	forget		

◆ 解説 ◆

問1 (A) 「将来, 何をすべきかわかりませんでした」

(C) 「Ms. Kimura, 私はあなたのような人になりたいです」

問3 3 「Yuki は Ms. Kimura と話して, Ms. Kimura が自分の仕事を誇りに思っていることがわかりました」  
第4段落最終2文と, 第6段落最終文参照。

問4 ② 第5段落最終文参照。

③ <make +目的語+形容詞>= 「(目的語) を～にする」

④ 「彼女が今日私に教えてくれたことを, 私は決して忘れません」



◆ 問題 ◆ 21 - 4 - 48

次の英文を読んで、あとの問1～問8の問いに答えなさい。

(\*印をつけた語句は、あとの〔注〕を参考にしなさい。)

(香川県 2009 年度)

Emi is a junior high school student. She learned about a foster program in an English class, and she got interested in volunteer work. Now she works with a volunteer group. The group does many things to help poor children in foreign countries. ①  , it holds bazaars and sends used things to the children.

One day Mr. Sato, her English teacher, said to the class, “There is an English speech \*contest in this city next month. If you want to \*participate in it, please tell me.” When she heard that, she thought, “We need more volunteers who ②   our work. It may be a good chance to tell many people about our volunteer work through my speech.” So she decided to participate in the contest.

Emi began to \*prepare for the contest. Mr. Sato helped her with it. First, Emi wrote her speech in Japanese and put ③ it into English. Then she practiced her speech very hard. But she could not \*pronounce some words well. She began to lose \*confidence. Mr. Sato said to her, “The most important thing in a speech is to send your message.” Emi said with a smile, “Thank you for your \*advice. I think I can do it well.”

The day of the speech contest came. When Emi got to the hall, she asked Mr. Sato, “④   ?” He said, “There are over 100 people here. Are you afraid?” She said, “Yes, but I try to think they will be interested in my speech.”

Emi’s \*turn came. She began to talk about the purpose of the volunteer group. She saw a lot of people in front of her. Suddenly, she became frightened and her voice became weaker and weaker. Then she remembered ⑤ Mr. Sato’s advice. Now she didn’t feel afraid anymore. She said in a strong voice, “There are a lot of children in need all over the world. I really want to help poor children because they need our help. Our group also needs your help. ⑥  ”

Although Emi could not get a \*prize in the contest, something nice happened later. The next week some young people visited the volunteer group. One of them said to Emi, “We were impressed with your speech. So we hope to join your group.” The words made her very happy.

〔注〕	contest	コンテスト	participate in	～ ～に参加する	prepare	準備する
	pronounce	発音する	confidence	自信	advice	アドバイス
	turn	順番	prize	賞		

問1 ①の   内にあてはまるものは、本文の内容からみて、次のア～エのうちのどれか。最も適当なものを一つ選んで、その記号を書け。

- |               |                 |
|---------------|-----------------|
| ア For example | イ After a while |
| ウ In return   | エ In my opinion |

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

- |           |          |            |           |
|-----------|----------|------------|-----------|
| ア compare | イ forget | ウ exchange | エ support |
|-----------|----------|------------|-----------|

問3 下線部③の it が指しているものは何か。日本語で書け。

問4 ④の   内には、絵美の質問が入る。佐藤先生の答えを参考にして、その質問を5語以上の英文一文で書け。ただし、疑問符、コンマなどの符号は語として数えない。

問5 下線部⑤に、Mr. Sato’s advice とあるが、絵美が思い出した佐藤先生のアドバイスとはどのようなものか。その内容にあたる部分を本文中から見つけて、その意味を日本語で書け。

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

- |                               |                            |
|-------------------------------|----------------------------|
| ア Isn’t that enough for them? | イ Why don’t you join us?   |
| ウ May I work with you?        | エ Would you like our help? |

問7 次の(a), (b)の質問に対する答えを、本文の内容に合うように、それぞれ3語以上の英文一文で書け。ただし、ピリオド、コンマなどの符号は語として数えない。

- (a) How did Emi learn about a foster program?  
(b) Did Emi get a prize in the speech contest?

問8 次の㉠～㉣のうちから、本文中で述べられている内容に合っているものを二つ選んで、その記号を書け。

- ㉠ Bazaars are held by poor children in foreign countries every month.
- ㉡ Emi participated in the contest because she wanted many people to know about the volunteer work.
- ㉢ Mr. Sato told Emi to practice her speech hard although she could pronounce every word well.
- ㉣ While Emi was waiting for her turn in the contest, her voice became weaker and weaker.
- ㉤ Emi practiced her speech all alone, so she was afraid of speaking in front of many people.
- ㉥ Some people who listened to Emi’s speech wanted to become members of her volunteer group.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	ア
問2	エ
問3	(解答例) 彼女が日本語で書いたスピーチ
問4	(解答例) <u>How many people are there in the hall?</u>
問5	(解答例) スピーチで最も大切なことは、あなたのメッセージを伝えることです。
問6	イ
問7	(a) (解答例) <u>She learned about it in an English class.</u>
	(b) (解答例) <u>No, she didn't.</u>
問8	① ㊦

◆ 解説 ◆

- 問1 for example = 「たとえば」 後に続く文は、直前の文で述べられている事柄の具体例になっている。
- 問4 佐藤先生が「ここには100人以上の人がいます」と答えているので、ホールにいる人の数をたずねていることがわかる。
- 問5 第3段落最後から3文目に書かれている。
- 問6 イ「私たちの仲間に入りませんか」 Why don't you ~? = 「～ませんか」
- 問7 (a) 質問は「絵美はどのようにしてフォスター・プログラムについて学びましたか」。第1段落第2文参照。  
 (b) 質問は「絵美はスピーチコンテストで賞をとりましたか」。最終段落第1文参照。
- 問8 ①「絵美はたくさんの人にボランティアの仕事について知ってもらいたかったので、そのコンテストに参加しました」 <want+目的語+to ~> = 「(目的語) に～してもらいたい」 第2段落最後の2文参照。  
 ㊦「絵美のスピーチを聞いた人の中には、彼女のボランティアグループのメンバーになりたいと思った人もいました」 最終段落第2～4文参照。

◆ 問題 ◆ 21 - 4 - 49

次の英文を読んで、問1～問7の問いに答えなさい。

(愛媛県 2009年度)

Kenji and Akira were in the same junior high school. They were good friends. (A)  day Akira said to Kenji, "Let's go fishing next Sunday." "That sounds great. But I have never gone fishing before," said Kenji. "That's all right. I'll teach you how to fish. Fishing is really fun," said Akira. They decided to meet in the park at two o'clock the next Sunday.

The Sunday came. Kenji was waiting for Akira in the park. It was two o'clock, but Akira didn't come. Kenji waited and waited. It was three o'clock. Akira still didn't come. Kenji got angry and left the park.

That evening Kenji had a phone call from Akira. But he didn't answer the phone. Kenji's mother said, "Kenji, you didn't talk with Akira. What's the matter?" (B) "I waited for him in the park for more than an , but he didn't come. So I went to Akira's house but there were no people in the house. I don't understand why he didn't call me this morning if he couldn't come today," Kenji said. " (C) But Akira is your best friend. You should talk with him at school tomorrow," his mother said.

The next day at school, Akira came to Kenji and said, "I'm sorry, Kenji, but yesterday I..."  (D), but he was still angry. "I don't want to talk with you. I waited for you, but you didn't come," he said, and went away. After that, they didn't talk to each other.

Two days later, Kenji was talking with his friend, Junko after school. She said, "Akira doesn't look happy. He is still worrying about his father." "What are you talking about?" Kenji said. "Last Sunday his father was taken to the hospital. I heard it from my mother. I thought you knew it," she said. Kenji was surprised to hear (E) the news. Junko said, "I hear Akira's father is still sick in bed." Kenji thought, "Maybe Akira wanted to tell me about it, but (F) he couldn't because I went away."

After talking with Junko, Kenji went to Akira's house. He said to Akira, "I heard about your father from Junko.  (G) I'm very sorry." Akira said, "I'm sorry I didn't come last Sunday. Well, my father will come back home from the hospital tomorrow. He is getting better. Can you go fishing with me next Sunday?" Kenji smiled and said, "Oh, sure. Let's get big fish for your father."

注 fish 釣りをする before 以前に angry 怒った have a phone call 電話がある  
 answer (電話に) 出る What's the matter? どうしたの。 each other お互いに  
 maybe たぶん get better (病気が) よくなる

問1 (A), (B)の英語の内容が次のそれぞれの日本語の内容に合うように、①, ②に当てはまる最も適当な英語を1語ずつ書け。

(A) 「ある日、明 (Akira) は健治 (Kenji) に言いました」

(B) 「私は1時間以上公園で彼を待ちました」

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

ア Now I know why Akira didn't call you.

イ I don't know why Akira didn't answer the phone.

ウ Now I know why you are angry.

エ I don't know why you went to Akira's house.

問3 (D)に当てはまる最も適当なものを、次のア～エの中から一つ選び、その記号を書け。

ア Kenji wanted to say that he was angry

イ Kenji knew he should listen to his friend

ウ Kenji didn't know what to say to his friend

エ Kenji didn't want to talk with his friend

問4 (E)の指す内容を、日本語で具体的に説明せよ。

問5 (F)の he couldn't の後に英語4語が省略されている。その英語を書け。

問6 (G)に入る四つの文が、順不同で、次の①～④に示されている。意味の通る英文にするのに最も適当な並べ方を、下の〔 〕の ア～エの中から一つ選び、その記号を書け。

① But I was angry and didn't listen to you.

② So you couldn't come to the park.

③ You had to take care of him at the hospital.

④ You tried to tell me about your father.

〔ア ①→②→④→③ イ ①→④→②→③ ウ ③→①→④→② エ ③→②→④→①〕

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

ア Kenji didn't know how to fish, so he didn't want to go fishing.

イ Kenji waited for Akira in the park, and Akira came late.

ウ Akira called Kenji on the Sunday morning, but Kenji wasn't at home.

エ Kenji didn't talk with Akira on the phone on the Sunday evening.

オ Akira talked with Junko and asked her to talk with Kenji at school.

カ Junko knew Akira's father was sick when she talked with Kenji.

キ Akira's father wanted to go fishing with Akira and Kenji.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	①	One	②	hour
問2	ウ			
問3	イ			
問4	〈例〉この前の日曜日に明の父親が病院に運ばれたこと。			
問5	tell me about it			
問6	エ			
問7	エ		カ	

◆ 解説 ◆

問1 ①「ある日」＝ one day

問2 直前の健治の発言に着目し、話の流れに合うものを選ぶ。

問3 直後の **but he was still angry** に着目して話の流れをとらえる。

問6 「あなたは病院で彼の世話をしなければなりませんでした」 「だからあなたは、公園に来ることができませんでした」 「あなたはお父さんのことについて私に話そうとしました」 「でも、私は怒ってあなたの話を聞きませんでした」 接続詞の **So** と **But** に着目して、話の流れをとらえるとよい。

問7 ア「健治は釣りの仕方を知らなかったの、釣りに行きたくありませんでした」 健治は **That sounds great.** (それはいいね) と答えているので、乗り気であることがわかる。

イ「健治は公園で明を待ち、明は遅れて来ました」 明は公園に来なかった。

ウ「明は日曜日の朝に健治に電話をしましたが、健治は家にいませんでした」 明は朝には電話をしていない。

エ「日曜日の夜、健治は電話で明と話しませんでした」 第3段落第1, 2文参照。

オ「明は **Junko** と話をし、学校で健治と話してくれるように頼みました」 そのような記述はない。

カ「**Junko** は健治と話したとき、明の父親が病気であることを知っていました」 第5段落最後から2文目参照。

キ「明の父親は明や健治といっしょに、釣りに行きたかった」 そのような記述はない。

◆ 問題 ◆ 21 - 4 - 50

次の英文の表題として適切なものを、下のア～エから一つ選び、その記号を書け。

(高知県 2009 年度)

Do you know how much garbage the Japanese people make every day? Now it is one kilogram for each person. About 50% of the garbage is from kitchens. There is a lot of food we have not eaten in our kitchen garbage. What can we do to make the garbage smaller? I think that we should eat all the food we get. Don't waste any food.

注 garbage ゴミ                      kilogram キログラム                      waste 浪費する

- ア 日本のゴミ削減の提案
- イ 日本のゴミの再利用法
- ウ 日本のゴミの年間総量
- エ 日本のゴミ処理の特徴

◆ 解答用紙 ◆

◆ 解答 ◆

ア

◆ 解説 ◆

(全訳)「日本人が毎日どのくらいのごみを出しているか知っていますか。現在では、1人当たり1キロです。そのごみの約50%は台所から出ます。台所のごみの中には、食べていないたくさんの食べ物が含まれています。ごみを減らすために私たちは何ができるのでしょうか。私は手に入れた食べ物をすべて食べるべきだと思います。食べ物を無駄にしてはいけません」最後の3文に筆者の考えが述べられている。

◆ 問題 ◆ 21 - 4 - 51

Keiko はボランティア活動 (volunteer work) で、老人ホーム (a home for the elderly) に行きました。次の英文はその時のことについて書かれたものです。これを読んで、下の問1～問3の問いに答えなさい。  
(高知県 2009 年度)

Keiko is a junior high school student. She has been with her grandmother since she was a little child. Her grandmother has many friends. They often visit Keiko's house and teach Keiko a lot of useful things. She loves to spend time with old people like them. ①So she has decided to work at a home for the elderly as volunteer work for her school.

On the first day of Keiko's volunteer work, she met an old woman in a wheelchair. The old woman looked sad. So Keiko smiled at her and said, "Nice to meet you. Can I help you?" "Oh, thank you. Well, will you talk with me for a minute?" she said to Keiko. They enjoyed talking with each other. Keiko found out some things about the woman. Her name was Kayo Yoshida. She was seventy-five years old. She did not speak to anyone in the home because it was her first day to come there. Keiko wanted to encourage her and said, "I had a very good time talking with you. Can I talk with you again tomorrow?"

The next day Keiko pushed Ms. Yoshida's wheelchair and went to the park with her. Keiko said to Ms. Yoshida, "What is your favorite thing, Ms. Yoshida?" Ms. Yoshida smiled and took origami out of her bag and said to Keiko, "Shall we make origami here?" Ms. Yoshida made many things out of origami in a short time. Keiko was very surprised to see ②that. Then Ms. Yoshida showed Keiko how to make origami. Keiko was very interested in it and made some animals. "Ms. Yoshida," Keiko said, "how about an origami class in the home tomorrow? I'm sure everyone will have a good time."

Many people in the home joined Ms. Yoshida's class. All of them enjoyed making origami. Ms. Yoshida talked with them and looked happy. Keiko was also happy to see that.

On the last day of Keiko's volunteer work, Ms. Yoshida said to Keiko, "Now I have a lot of friends to talk with. Your advice has taken me to a wonderful new world. Thank you very much."

Keiko was very happy to hear her words. The volunteer work gave her a good experience.

注 decide(d) 決める      wheelchair 車いす      each other お互い  
 found out 発見した      encourage 励ます      push(ed) 押す  
 I'm sure～ 私は～と確信する      advice 助言      experience 経験

問1 本文の内容から考えて、文中の下線部①のように Keiko が決めたのはなぜか。その理由として適切なものを、次のア～エから一つ選び、その記号を書け。

- ア 老人ホームが自分の家のすぐ近くにあったから。
- イ 老人ホームのお年寄りと楽しく過ごせると思ったから。
- ウ 老人ホームで親友がボランティア活動をするから。
- エ 老人ホームへ行くことを学校の先生が勧めてくれたから。

問2 文中の下線部②の内容が書かれている英語1文を、本文中からそのまま抜き出して書け。

問3 次の英文は、本文の内容をまとめたものである。本文の内容に合うように、文中の(1)～(3)に当てはまる適切な英語1語を書け。

On the first day of the volunteer work, Keiko spoke to an old woman in a wheelchair because she looked (1). Her name was Kayo Yoshida and she just came to the home on that day. Ms. Yoshida was good at (2) origami. Keiko was sure that Ms. Yoshida would become friends with other people in the home through origami. Many people in the home joined her origami class. She (3) a good time with them. Keiko was very glad to see that.

◆ 解答用紙 ◆

問1	
問2	
問3	(1)
	(2)
	(3)

◆ 解答 ◆

問1	イ	
問2	Ms. Yoshida made many things out of origami in a short time.	
問3	(1)	sad
	(2)	making
	(3)	had

◆ 解説 ◆

問1 文頭に So (だから) があるので、その前の部分に理由が述べられていることがわかる。直前の文参照。

問3 (1) 第2段落第2, 3文参照。

(2) be good at ~ = 「～が得意である」 前置詞 (at) のうしろなので動名詞にする。

(3) have a good time = 「楽しい時を過ごす」 過去のことを述べているので、過去形にする。

◆ 問題 ◆ 21 - 4 - 52

次の文章を読んで、後の各問に答えよ。

(福岡県 2009 年度)

Yuko is a high school student in Fukuoka now. She is a member of the taiko team in her town. She started to play the taiko when she was a junior high school student.

Three years ago, she went to Nara and Kyoto on a school trip. She visited a lot of famous places and listened to old Japanese music.

She saw some taiko teams and became interested in old Japanese music then. She wanted to know more about taiko, so she used the Internet and found a taiko team in her town.

A few days later, Yuko went to see the taiko team after school. The team had about twenty members. Some of them were younger than Yuko. Mr. Yamamoto, the oldest ①one on the team, was seventy years old. He lived in this town for a long time. The members looked happy when they were playing the taiko. The sound of the taiko was very exciting to Yuko. She asked Mr. Yamamoto, "How long have you played the taiko?" He answered, "②I've played it for about sixty years." "Why have you played it for such a long time?" she asked. He answered, "Because it has been my favorite thing since I was nine years old. We have played the taiko in this town for many years. Playing the taiko is important to our culture. I think we should continue this tradition for the people living in this town."

After listening to his words, she was surprised and said, "You've done useful things for our town. I want to be like you."

Then Mr. Yamamoto said to her, "Why don't you join our team?"

She smiled and answered, "Sure, I want to play the taiko with the team for  too."

(注) since ~ ~ 以来          continue this tradition この伝統を守る

問1 本文中の下線部①が表すものは何か。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。

問2 山本さん (Mr. Yamamoto) が下線部②のように答えたのは、裕子 (Yuko) のどのような問いかけに対してか。その内容を本文中からさがし、日本語で答の欄に記入せよ。

問3 裕子は、山本さんの言葉を聞いた後、驚いて何と言ったか。その内容を本文中からさがし、日本語で答の欄に記入せよ。

問4 本文中の  内に、本文の内容から考えて、最もよくあてはまるものを、次のア～エから一つ選び、その記号を答の欄に記入せよ。

- ア the famous high school taiko team in Fukuoka
- イ some of the members of the music team
- ウ the people who live in this town
- エ the old people who live in Nara and Kyoto

問5 本文の内容に合っているものを、次の1～6から二つ選び、その番号を答の欄に記入せよ。

- 1 Yuko is a member of the taiko team at her high school in Fukuoka.
- 2 Yuko used the Internet to find a lot of famous places in Nara and Kyoto.
- 3 When Yuko visited the taiko team, the taiko sound was very exciting.
- 4 Mr. Yamamoto has enjoyed playing the taiko for about sixty years.
- 5 The members of the taiko team told Mr. Yamamoto to listen to Yuko.
- 6 Mr. Yamamoto asked Yuko to visit Kyoto to play the taiko with the team.

◆ 解答用紙 ◆

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



◆ 解答 ◆

問1	member
問2	(例) どれくらい太鼓を演奏しているのですか。
問3	(例) あなたは、私たちの町のために役に立つことをしてきました。私はあなたのようにになりたいです。
問4	ウ
問5	3
	4

◆ 解説 ◆

問2 直前の文参照。How long ～? は「どのくらい (の間)」と期間をたずねる疑問文。

問3 第5段落参照。

問4 文末の too に着目する。第4段落最終文の山本さんの発言を受けて答えている。

問5 1 「裕子は、福岡の自分の学校の太鼓チームの一員です」学校ではなく、町の太鼓チーム。

2 「裕子は奈良と京都にあるたくさんの有名な場所を探すのに、インターネットを使いました」自分の町の太鼓チームを探すためにインターネットを使った。

3 「裕子が太鼓チームをたずねたとき、太鼓の音はとても刺激的でした」第4段落第7文参照。

4 「山本さんはおよそ60年、太鼓の演奏を楽しんでいます」下線部②参照。

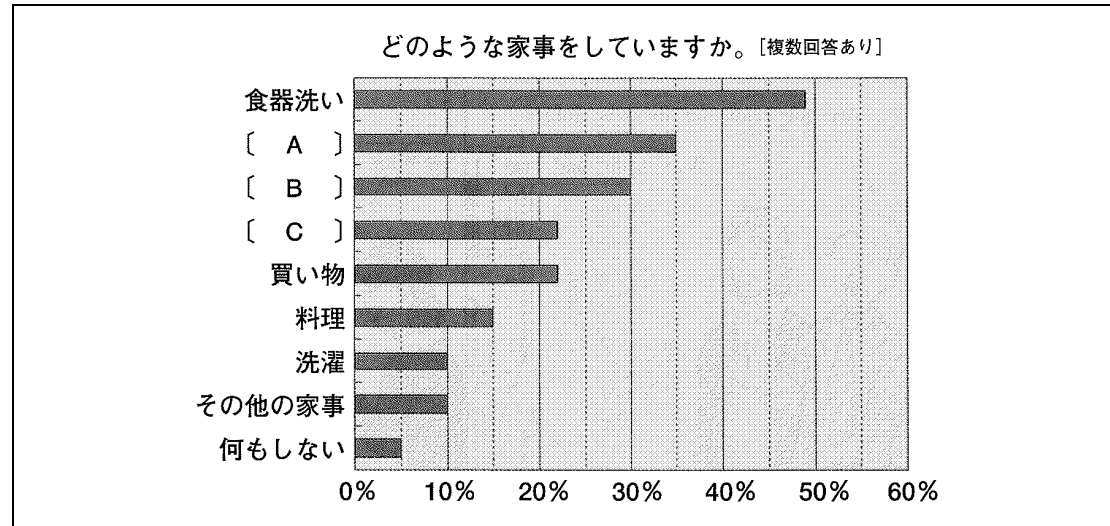
5 「太鼓チームのメンバーたちは、山本さんに裕子のお話を聞くように言いました」< tell +目的語+to ~> = 「(目的語) に～するように言う」そのような記述はない。

6 「山本さんは裕子に、チームといっしょに太鼓を演奏するために、京都に行ってくれるように頼みました」< ask +目的語+to ~> = 「(目的語) に～するように頼む」チームに入るように勧誘したが、そのようなことは言っていない。

◆ 問題 ◆ 21 - 4 - 53

次の英文は、中学生のけん君が英語の授業で家事 (housework) について発表したスピーチの原稿です。グラフ (graph) と英文をもとにして次の問1～問4の問いに答えなさい。

(大分県 2009 年度)



Today, I want to talk about housework. What do you do for your family at home? I clean the bathtub every day. It is not easy to \*keep doing it, but I never give up. My parents always say to me, "It's nice to take a bath in a clean bathtub." ①That makes me very happy. I'm \*proud of my work because I can do something that helps my family.

There are a lot of things we can do at home. Last week, I found an \*article about housework in our school newspaper. Let's look at this graph. It shows what kind of housework the students in our school usually do. About half of the students wash the \*dishes. 35% of them clean the bathtub and 30% of them \*take out the trash. The \*percentage of students who clean the rooms and the percentage of students who go shopping are the same. There are some students who do nothing. They say, "I'm too busy," or "It's not fun."

It is important to help \*one another in the family. I will tell you how to make housework a little more fun. When you do housework, ②do it with someone in your family. Then, you can finish it more quickly. You can also enjoy talking \*while you are doing it. You should try housework with a family member.

注 keep doing～ ～をし続ける proud of～ ～を誇りに思っ て article 記事  
 dish(es) 食器 take out the trash ごみを出す percentage 割合  
 one another お互い while～ ～する間に

問1 下線部①が表している具体的な内容は何か。日本語で書きなさい。

問2 グラフの [ C ] にはどのような家事が入るか。日本語で書きなさい。

問3 下線部②の利点が2つ述べられている。その2つを、解答用紙の㉞、㉟に日本語で書きなさい。

問4 グラフや本文の内容と一致するものをア～エから1つ選び、その符号を書きなさい。

ア Ken keeps cleaning the bathtub because many students in his school do it.

イ Ken hopes that the students will do more housework because it is easy to do it.

ウ 10% of the students don't do housework because they have other things to do.

エ 95% of the students help their family members with their housework.

◆ 解答用紙 ◆

問1		
問2		
問3	㉞	
	㉟	
問4		

◆ 解答 ◆

問1	両親が「きれいな浴そうで風呂に入るのはいいなあ。」と言ってくれること。	
問2	部屋の掃除	
問3	㊦	より短時間で家事を終えることができること。
	㊧	家事をしている間に会話を楽しむことができること。
問4	エ	

◆ 解説 ◆

問1 That は直前の文を指している。It is ... to ～. = 「～することは…です」

問2 第2段落最後から3文目で、「部屋の掃除をする生徒の割合と買い物に行く生徒の割合は同じです」と言っていることから考える。

問3 直後の2文で述べられている。

問4 ア 「けん君は学校の多くの生徒がするので、風呂掃除を続けています」 両親に喜んでもらえるのがうれし  
いから続けている。

イ 「するのは簡単なので、けん君は生徒たちにもっと家事をしてほしいと思っています」 家族がお互いに  
助け合うことを、大切だと思っているからである。

ウ 「ほかにあることがあるので、生徒の10%は家事をしません」 家事をしない生徒は5%。

エ 「生徒の95%は家事をして家族を手伝います」 グラフ参照。

◆ 問題 ◆ 21 - 4 - 54

次の英文を読み、問1～問6の問いに答えなさい。

(大分県 2009年度)

Emily was a junior high school student in a big city. She liked reading books very much, so she went to the library by bus every Saturday. An old man also got on the bus at the same bus stop. She thought, "That man always reads a book. What is he reading today?" She wanted to talk to him, but she didn't have a \*chance to talk to him for a long time.

One day, Emily's friend, Bob, said, "Emily, what do you want to be in the future? I want to be a teacher because I like children. Lisa says she wants to work at a restaurant because she likes cooking." Emily couldn't answer ①that. She thought, "My friends have their plans for the future, but I don't. What kind of \*job will be good for me?"

The next Saturday morning, Emily found the man on the bus again. He was reading a book. She was very interested in it, so she said to him, "Can I talk to you?" "Yes, of course. You get on this bus every Saturday. My name is Tom Smith. Nice to meet you." "I'm Emily. Nice to meet you too. Mr. Smith, what are you reading now?" "It's a book about animals. I like reading about them." Then, they talked about their favorite books. She felt very ( ② ).

A few days later, Emily's dog, Billy, became sick. She \*took him to an animal hospital near the station with her mother. When they were waiting, Emily saw Mr. Smith. She was very surprised. He worked there. Then, he saw her and said, "Hi, Emily! What's the matter with your dog?"

Mr. Smith did everything he could do for Billy. He said to Emily, "Billy is now feeling better. He will be well soon." "Thank you, Mr. Smith. You are an animal doctor, aren't you? You are great. You've saved Billy." "Well, I can't do it without the help of the people working here," he said.

Then, Mr. Smith took her to some rooms in the animal hospital. There she saw cats, dogs and other animals. Many people were taking care of them. They looked very ( ③ ). They were cleaning the \*cages, giving food to the animals and washing the animals' dishes. He said to Emily, "Look at them. All of us work together. It's very hard work, but we want to save sick animals. We are happy ④. Then, the people who \*keep them are also very glad."

Emily felt warm and said to Mr. Smith, "I've just \*found out ⑤something important. There are many things I don't know about work. But maybe there is something I can do for other people. Thank you, Mr. Smith. \*Someday I will come here again and tell you my plans for the future."

注 chance 機会      job 職業      took～ ～を連れて行った      cage(s) おり  
 keep～ ～を飼う      found out～ ～がわかった      someday いつか

問1 下線部①が表している具体的な内容は何か。日本語で書きなさい。

問2 ( ② ) 及び ( ③ ) に入る語の組み合わせとして、最も適当なものをア～エから1つ選び、その符号を書きなさい。

- ア ② busy      —      ③ good
- イ ② happy    —      ③ busy
- ウ ② sad        —      ③ happy
- エ ② good       —      ③ sad

問3 ④ に入れるのに最も適当なものをア～エから1つ選び、その符号を書きなさい。

- ア because you came here with your mother
- イ because we can live here with them
- ウ because you feel you can work here for us
- エ because we feel we can do something for them

問4 次の問いに対する答えを、(      ) に1語ずつ英語を入れて完成させなさい。

Where did Emily find out Mr. Smith's job?  
 She found out his job at the (      ) (      ).

問5 下線部⑤が表している具体的な内容は何か。日本語で書きなさい。

問6 本文の内容と一致するものを次のア～エから1つ選び、その符号を書きなさい。

- ア Mr. Smith told Emily to have her plans for the future soon.
- イ Emily found what to do in the future when she heard Bob's story.
- ウ Emily was given a chance to think about her future by Mr. Smith.
- エ Mr. Smith asked Emily to be an animal doctor in the future.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	She found out his job at the ( ) ( ).
問5	
問6	

◆ 解答 ◆

問1	将来何になりたいかという質問。	
問2	イ	
問3	エ	
問4	animal hospital	
問5	他の人のために自分ができることが何かあるかもしれないということ。	
問6	ウ	

◆ 解説 ◆

問1 第2段落第1文で、ボブがした質問を指している。

問2 ③ 直後の文から、忙しく働いていることがわかる。

問3 直前の文で、「病気の動物たちを助けたい」と言っていることに着目して考える。

問4 問いは「エミリーはどこでスミスさんの仕事を知りましたか」。第4段落第5文参照。there = at the animal hospital

問5 最終段落第3文で述べられている。

問6 ア「スミスさんはエミリーにすぐに将来の計画を持つように言いました」<tell+目的語+to ~>=「(目的語)に~するように言う」 そのような記述はない。

イ「エミリーはボブの話聞いたとき、将来何をすればよいのかわかりました」 将来に対する計画はなく、どんな仕事が自分に向いているのかもわからなかった。

ウ「エミリーはスミスさんに、自分の将来について考える機会を与えられました」 最終段落第1文と最終2文参照。

エ「スミスさんはエミリーに将来獣医になるように頼みました」<ask+目的語+to ~>=「(目的語)に~するように頼む」 そのような記述はない。

◆ 問題 ◆ 21 - 4 - 55

次の英文は高校生の隆が英語の授業でスピーチをするために書いたものである。よく読んで、問1～問6の問いに答えなさい。

(熊本県 2009年度)

My uncle is a science teacher at a high school in our city. He was in Africa for two years to help people there. This is a story I heard from him.

He taught science at a junior high school in Africa. Students liked his classes very much because they did many ①interesting experiments and observations. For example, they saw cells with a microscope, studied how the sun moved in a day, and saw how light changed its path when it went into the water. They were surprised to learn that there were a lot of things they didn't know around them. Sometimes, they had to make some simple tools for the experiments and the observations because they didn't have enough tools for them. When they could do the experiments and the observations with their tools, they looked . My uncle liked to see the smiles of the students. After the experiments and the observations, they often talked about the things they did. The students liked to learn things they didn't know. Through his work in Africa, he realized a lot of things. For example, many things he learned by working in Japan as a science teacher were useful for people in other countries. He became happier after realizing ②that.

After hearing his story, I studied what kind of help other countries needed. Please look at this table. This is the table I found on the Internet. It shows the number of Japanese people who are needed in the world. I realized that Japanese people could help people in many countries. For example, more than one hundred science and math teachers are needed. About seventy people who can teach sports are needed. Many people who have a skill in something are needed in many countries. In high school, I will try many things and find what I want to do in the future. After that, I want to have a skill in something to work for people in the world.

Table

JICA (国際協力機構) をとおして日本に要請された職種と人数

おもな要請職種	人数 (人)
小学校教師	118
理科や数学の教師	113
各種スポーツ指導	68
看護師	56
コンピュータ技術	54
日本語教師	47
幼児教育	43
野菜栽培	27
自動車整備	21

(平成 20 年 JICA 青年海外協力隊資料による)

注	uncle おじ	Africa アフリカ	taught teach の過去形
	experiment 実験	observation 観察	cell 細胞
	move 移動する	light 光	microscope 顕微鏡
	tool 道具	enough 十分な	path 進む方向
	as ～ ～として	table 表	simple 簡単な
	skill 技術	future 将来	smile 笑顔
			realize 気づく
			number 数
			more than ～ ～以上

問1 下線部①について、本文に書かれている具体的なことがらを、日本語で二つ書きなさい。

問2 に当てはまる英語を、本文から1語で抜き出さなさい。

問3 下線部②の内容を、日本語で書きなさい。

問4 本文の内容について、次の(1)、(2)の問いに英語で答えなさい。

(1) How long did Takashi's uncle stay in Africa to help people there?

(2) Did Takashi find the table which showed the number of Japanese people needed in the world?

問5 本文及びTableの内容に合っているものを、次のア～エから一つ選び、記号で答えなさい。

ア Takashi's uncle enjoyed teaching science in Africa because there were a lot of tools for experiments and observations at school in Africa.

イ The students Takashi's uncle taught in Africa often talked about the class after the experiments and the observations.

ウ More than seventy Japanese people who can teach sports and more than sixty Japanese people who can work as a nurse are needed in the world.

エ Takashi has already decided to be a teacher in the future and wants to have a skill in teaching at school.

問6 隆はスピーチで、みんなに最も伝えたかったことを題名にした。次のア～エのうちで、スピーチの題名として最も適当なものを、一つ選び記号で答えなさい。

ア Many interesting experiments and observations

イ The children my uncle saw in Africa

ウ The useful skills of teaching science

エ Our help needed in many other countries

◆ 解答用紙 ◆

問1	ことがら1	
	ことがら2	
問2		
問3		
問4	(1)	
	(2)	
問5		
問6		

◆ 解答 ◆

問1	ことがら1	(例) 顕微鏡を使って細胞を観察すること。
	ことがら2	(例) 太陽の一日の動きを観察すること。
問2		(例) happier
問3		日本で理科の教師として働くことによって学んだ多くのことが、他国の人のために役立つということ。
問4	(1)	He stayed there for two years
	(2)	Yes, he did
問5		イ
問6		エ

◆ 解説 ◆

問1 直後に For example があるので、ここに具体例が述べられていることがわかる。

問2 自分たちで作った道具で実験や観察ができたときに、生徒たちの表情がどのようであったかを考える。< look+形容詞>=「～に見える」

問3 that は直前の文の many から countries までを指している。

問4 (1) 質問は「隆のおじさんは現地の人たちを助けるために、どのくらいアフリカにいましたか」。第1段落第2文参照。

(2) 質問は「隆は、世界で必要とされている日本人の数を示した表を見つけましたか」。最終段落第3, 4文参照。

問5 イ「隆のおじさんがアフリカで教えた生徒たちは、実験や観察をした後、授業についてよく話をしました」第2段落最後から5文目参照。

◆ 問題 ◆ 21 - 4 - 56

次の英文は、健太 (Kenta) 君が英語の授業で行ったスピーチの原稿です。このスピーチでは、自分が大切にしている柔道の帯 (belt) を見せながら、その帯になったつもりで自分自身を紹介しています。下の問1～問4の問いに答えなさい。

(宮崎県 2009年度)

Hi, class. What am I? I'm a belt. I'm Kenta's black belt. He is on the judo team at school. He likes judo very much. Kenta practices with me every day. I feel proud when he \*does his best. Of course I feel happy when he \*wins.

He ㉞ (begin) judo when he was seven years old. It was in 2000. Do you remember what happened that year? Big international games were held in Sydney. Yes, the Olympic Games. Kenta was excited to see Mr. \*Inoue Kosei. He was very strong and won a \*gold medal. When Kenta watched him on TV, he said, "Now ㉟ (in the world / the / he's / sure / best / I'm / judo player)." People in Japan were impressed with him.

Mr. Inoue didn't win any medals in the Olympic Games in 2004. He wasn't on the team for the 2008 Games. But Kenta thinks that Mr. Inoue did his best. I hear that Mr. Inoue is learning English and ㊱ (study) foreign judo now. Kenta likes Mr. Inoue very much.

Every day I go home with Kenta. I can see pictures of Mr. Inoue on the walls of Kenta's room. I also see a book ㊲ (write) about him on the desk. Kenta's father bought the book for him on his birthday. I know Kenta has ㊳ two dreams. One is to teach judo around the world and the other is to make many friends through judo. Kenta knows that he has to do many things for his dreams. He should practice harder to be strong. He also understands that ㊴ (hard / to / study / is / important / it / him / for). I hope that Kenta will do his best in high school for his future. Thank you.

注 do one's best 最善を尽くす win 勝つ, 獲得する  
Inoue Kosei 井上康生 (宮崎県出身の元柔道選手) gold medal 金メダル

問1 ㉞～㉟の ( ) 内の単語を、適切な形にして書きなさい。

問2 ㉟, ㊳の ( ) 内の語句をすべて用いて、意味がとおるようにならべかえなさい。

問3 下線部㊳two dreamsの内容を、日本語で答えなさい。

問4 次の英文は、健太君のスピーチについてクラスの友だちがまとめたものです。( 1 ) ～ ( 4 ) に入る最も適切な語を、それぞれ下のア～クから1つ選び、記号で答えなさい。

Kenta made a speech with his black belt. He wears it when he practices judo. Judo is his ( 1 ) sport. He started it in 2000. That year Sydney had the Olympic Games. People in Japan were very ( 2 ) because Mr. Inoue Kosei got a gold medal. Kenta is a big ( 3 ) of Mr. Inoue. Kenta has two dreams. He will ( 4 ) hard for his dreams. He wants to be stronger in judo and learn many things in high school.

ア like	イ fan	ウ teach	エ busy
オ try	カ happy	キ player	ク favorite

◆ 解答用紙 ◆

問1	㉞		㉟	
	㊱			
問2	㉟			
	㊳			
問3				
問4	1		2	
	3		4	



◆ 解答 ◆

問1	㉞	began	㉟	studying
	㉟	written		
問2	①	I'm sure he's the best judo player in the world		
	③	it is important for him to study hard		
問3	・(例) 世界中で柔道を教えること。			
	・(例) 柔道を通して多くの友だちをつくること。			
問4	1	ク	2	カ
	3	イ	4	オ

◆ 解説 ◆

問1 ㉞ when he was seven years old とあるので、過去形になることがわかる。

㉟ written about him が a book を修飾している。

問2 ③ It is ... for - to ~. = 「-にとって~することは…です」

問3 直後の文で説明されている。One is ... and the other is ~. = 「(2つのうち) 1つは…で、もう1つは～です」

◆ 問題 ◆ 21 - 4 - 57

次の英文は、英語の先生 (Kazuko) が、卒業する生徒へのメッセージとして文集にのせるために、ホームステイ (homestay) の体験について書いたものです。後の問1～問7の問いに答えなさい。

(宮崎県 2009 年度)

注 shy 内気な	express 表現する	conversation 会話	airport 空港
guest お客	communicate (意思を) 伝え合う	feeling 気持ち	courage 勇気

When I was little, I was often sick. I was \*shy too. My parents and other people did everything for me. I usually didn't have to ask them to help me. I was always waiting for someone to do everything for me. So I didn't have to \*express myself.

When I was in elementary school, I liked music and practiced the piano every day. I went to an English \*conversation school every week because I was interested in American movies and going to America. When I was a junior high school student, I studied English hard. My English teacher said to me, "You like English very much. Why don't you try a homestay?" During the summer vacation of my second year, I had a chance to try a homestay in America. Before I left, I worried about my visit but I was glad and excited too.

On my first day in America, my host mother came to meet me at the \*airport. She showed me around the city and then took me to the house. I met the other family members: the father, two sisters and two brothers. I could understand them because they used easy English when they spoke to me. I played the piano for them and they liked it very much. Before I went to bed that night, I thought that I started my stay in America ( ① ).

I could understand what my host family were talking about. I could speak some English. But soon ②I had a problem. I couldn't say what I thought and how I felt. Here are some examples. I couldn't say that I wanted to eat more. I couldn't say that I wanted to go to the beach. I wanted my host family to understand me without saying anything, but they didn't. I often stayed in my room. My host family started to worry about me.

A few days later, my host father came to me and said, "Why did you come to America, Kazuko? Did you come to America to spend time in your room? You are not a \*guest but one of my family. If you want to do or say something, you should try to \*communicate with other people." I said ③with tears in my eyes, "I know all of you are very kind. I can understand what you're saying. But I just can't express my ideas and \*feelings well." He smiled and said, "Don't worry, Kazuko. I know you're a little shy but your English is good. Just have \*courage and try."

I think his words changed me then. For example, when my host mother told me to eat more and I was already full, I said, "④" When I was not, I answered, "⑤" I also tried to be with my host family and talk with them more. We went to the beach, cleaned the house and cooked dinner together. I sometimes swam in the pool with my host sisters and their friends. I became good friends with them. I really enjoyed my stay in America. I learned how to use English in daily life. I also

問1 次の(1)～(3)の英文を、本文の内容と合うように完成させるのに、最も適切なものを、それぞれア～エから1つ選び、記号で答えなさい。

(1) When Kazuko was in elementary school, \_\_\_\_\_.

- ア she liked talking with her friends
- イ she played the piano for people around her
- ウ she often went to the movies with her sisters
- エ she thought of visiting America

(2) Kazuko's host family \_\_\_\_\_.

- ア had six members
- イ spoke to her in both English and Japanese
- ウ learned how to swim in the pool
- エ liked to spend time only at home

(3) After Kazuko talked with her host father, \_\_\_\_\_.

- ア she cleaned her room every day
- イ she had another problem
- ウ she had a wonderful time
- エ she didn't cook with her host family

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

- ア late
- イ again
- ウ early
- エ well

問3 下線部②I had a problem.の内容はどのようなことですか。35字以内の日本語で答えなさい。

◆ 解答用紙 ◆

問1	(1)		(2)		(3)	
問2						
問3						
問4						
問5						
問6						
問7	最初の2語			~	最後の2語	

問4 下線部③with tears in my eyesについて、先生 (Kazuko) の気持ちを表したものとして適切でないものを、次のア～エから1つ選び、記号で答えなさい。

- ア Kazuko was glad because her host family were all nice to her.
- イ Kazuko was excited because she was asked to play the piano for her host family.
- ウ Kazuko was sorry because she didn't spend much time with her host family.
- エ Kazuko was impressed because her host father thought of her as a family member.

問5 ④と⑤に入る英文の組み合わせとして最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

- ア ④ No, thank you.                      ⑤ Yes, please.]
- イ ④ Wait a minute, Please.            ⑤ I'm fine.]
- ウ ④ Oh, I'm sorry.                        ⑤ Here you are.]
- エ ④ I want something to drink.        ⑤ Pardon?]

問6 本文の内容に合っているものを、次のア～エから1つ選び、記号で答えなさい。

- ア Kazuko usually talked to people around her in English after she came back to Japan.
- イ Kazuko has been an English teacher for over twenty years.
- ウ Kazuko feels good when she sees the pictures she took during her homestay.
- エ Kazuko wants her students to go to America because they like English.

問7 下線部⑥my homestayについて、この体験から先生 (Kazuko) が学んだことは何ですか。それを最もよく表している連続する2文を本文中から見つけ、2文全体の最初の2語と最後の2語を抜き出して書きなさい。

◆ 解答 ◆

問1	(1)	エ	(2)	ア	(3)	ウ							
問2	エ												
問3	自	分	が	何	を	考	え	,	ど	の	よ	う	に
	感	じ	て	い	る	か	,	言	う	こ	と	が	で
	き	な	か	っ	た	こ	と	。		/			
問4	イ												
問5	ア												
問6	ウ												
問7	最初の2語				最後の2語								
	I	learned	～	others	better								

◆ 解説 ◆

- 問1 (1) エ「アメリカを訪問しようと考えました」 第2段落第2文参照。be interested in ～＝「～に興味がある」
- (2) ア「6人のメンバーがいました」 第3段落第1文と第3文参照
- (3) ウ「彼女は素晴らしい時を過ごしました」 最後から2段落目第8文参照。
- 問3 直後の文に書かれている。
- 問5 ④ 満腹なのに食べ物をすすめられた Kazuko が、どのような返答をしたのかを考える。No, thank you.＝「いいえ、けっこうです」
- ⑤ When I was not の後ろには full が省略されている。満腹ではなかったときの返答を考える。Yes, please.＝「はい、いただきます」
- 問6 ア「Kazuko は日本に戻ってから、周りの人とたいてい英語で話しました」 そのような記述はない。
- イ「Kazuko は20年以上英語の先生をしています」 最終段落第2文の内容と合わない。Kazuko がアメリカでホームステイをしたのは中学2年生の時。第2段落最後から2文目参照。
- ウ「Kazuko はホームステイ中に撮った写真を見ると、楽しくなります」 最終段落第3文参照。
- エ「生徒たちは英語が好きなので、Kazuko は彼らにアメリカへ行ってもらいたいと思っています」 <want + 目的語+to ～>＝「(目的語) に～してもらいたい」 そのような記述はない。

◆ 問題 ◆ 21 - 4 - 58

次の英文の下線部における筆者の気持ちとして最も適当なものを、下のア～エの中から一つ選び、その記号を書け。

(鹿児島県 2009 年度)

<p>My family went to the Port* of Kagoshima to enjoy the fireworks* on August 23 last year. The next morning, my father and I got up early to clean the port as volunteers. When we got there, many other volunteers were working hard. I heard that there was less garbage* than the previous* year, but working for an hour was hard for me. When we finished the work, I felt very happy. <u>Mt. Sakurajima looked beautiful in the morning sun.</u></p>
<p>注 port 港      firework(s) 花火      less garbage より少ないゴミ      previous 前の</p>

- ア たくさんのゴミを見て悲しい気持ち
- イ 朝早く散歩をしてすがすがしい気持ち
- ウ 花火大会が終わってさびしい気持ち
- エ 清掃活動に参加してさわやかな気持ち

◆ 解答用紙 ◆

◆ 解答 ◆

エ

◆ 解説 ◆

◆ 問題 ◆ 21 - 4 - 59

次の英文を読んで、下の問いに答えよ。

(鹿児島県 2009年度)

Grandpa\* is seventy-five years old and can not walk. He needs a wheelchair\* every day. Life is not easy for him. But sometimes something good happens\*.

One day, my grandparents\* went on a trip. In a hotel, Grandma was pushing\* Grandpa in his wheelchair. He wanted to use the restroom\*, but he was much heavier than Grandma. So ①. They looked around for someone who looked strong and kind. Soon a man came and said, "Do you need help?" Grandma said, "He wants to use the restroom but I can't get him out of the chair." The kind man was not large, but he took Grandpa to the restroom and got him out of the chair. In a few minutes ②.

After my grandparents said, "Thank you so much," the man turned and walked away. Then, ③. He was walking with two prosthetic legs\*.

注 Grandpa 祖父      wheelchair 車イス      happen 起こる      grandparents 祖父母  
 push ~を押す      restroom トイレ      prosthetic leg(s) 義足

(1) 下の a～c は本文中の ① ～ ③ に入る英文である。その順序として最も適当なものを、下のア～エの中から一つ選び、その記号を書け。

- a it was hard for her to get him out of his chair
- b he got Grandpa back in his seat and they returned
- c Grandpa was very surprised to find something about the man

ア a→b→c      イ a→c→b      ウ b→a→c      エ b→c→a

(2) 下線部の具体例として本文中に述べられていることを、下のア～エの中から一つ選び、その記号を書け。

- ア 祖父母が海外旅行に招待されたこと
- イ 祖父母が食事会に出席して楽しんだこと
- ウ 見知らぬ男性が車イスの祖父を助けたこと
- エ 見知らぬ男性が祖父の車イスを修理したこと

◆ 解答用紙 ◆

(1)	
(2)	

◆ 解答 ◆

(1)	ア
(2)	ウ

◆ 解説 ◆

- (1) ① a 「彼女が彼をイスからおろすのは難しかった」 It is ... for - to ~. = 「～にとって～することは…です」  
 ② b 「彼は祖父を座席に戻して、2人で帰って来ました」  
 ③ c 「祖父はその男性について何かに気づき、とても驚きました」

◆ 問題 ◆ 21 - 4 - 60

次の英文を読み、あとの問1～問7の問いに答えなさい。

(鹿児島県 2009年度)

Many students were talking about Christmas vacation when Mary went into the classroom. Mary found Lucy at her desk. Mary smiled at her. Lucy smiled back at Mary, but she didn't look fine. Just then their teacher, Mr. Smith, came. He told the students about the schedule\* of the day and said, "I have sad news for you. Lucy and her family will move to London. Tomorrow is the last day for Lucy at school." Mary didn't understand Mr. Smith. "What did he say? Is Lucy going to move before Christmas? Really?"

After Mr. Smith left the classroom, Mary went to Lucy and said, "Is it true?" Lucy looked very sad. Mary said, "I'm so sad. ①You didn't tell me, such an important thing." Lucy said, "Well, ..." Mary couldn't stop saying, "I thought we were best friends." Tears\* came out of Lucy's eyes and she walked away from Mary.

Mary didn't enjoy dinner that night. After dinner, she went to her room. Mary sat on the chair and looked at a beautiful blue hat\* on the desk. Mary said to herself\*, "Did my words make Lucy very sad?" Then her mother came into the room. "Oh, Mary, it's a very beautiful blue hat! Is it your present for Lucy?" her mother asked. "Well, yes, it was. Lucy has beautiful blue eyes. So this blue hat is wonderful for her. ②But Lucy will not want this now." Mary said. "What happened? Both of you have exchanged\* presents at Christmas every year," her mother said. Mary began to tell her about Lucy at school. After her mother listened to Mary, she said, "Well, how about going to Lucy's house with me now? ③"

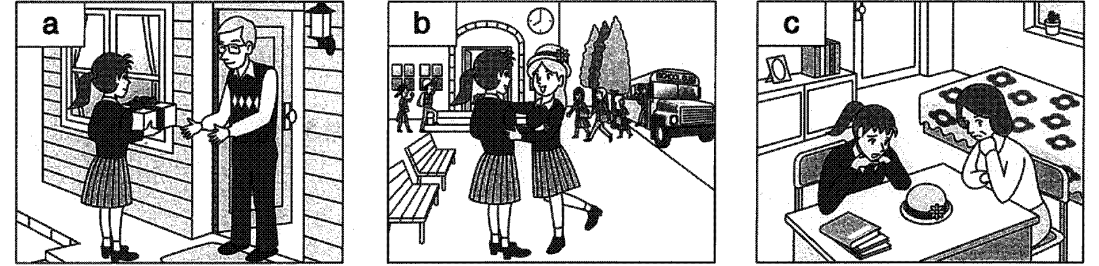
When Mary and her mother arrived\* in front of Lucy's house, Mary said in the car, "Mother, I can't go to the door. Lucy doesn't want to see me." Her mother said, "I know how you are feeling. But don't worry. You can do it!" Mary was afraid but she got out of the car and went to the door. Soon Lucy's father came to the door. Lucy was not at home. Mary told him about the present and gave it to him. Lucy's father hugged\* Mary and said, "Thank you very much. Lucy will be very happy."

The next morning, Mary saw Lucy at school. Lucy was wearing the blue hat. Lucy ran to Mary and hugged her. Lucy said, "I'm sorry, Mary. I didn't tell you about moving to London because I didn't want to lose\* you. But I was ④. Can you still be my best friend after I say goodbye to you?" Mary said, "Of course, we will always be best friends. Lucy, I'm also sorry. I didn't try to understand how you were feeling."

When Mary came home, her mother saw a big smile on her face. Mary was wearing a beautiful necklace\*. It was the present from her best friend, Lucy.

注 schedule 予定 tear(s) 涙 hat 帽子 say to herself 独り言をいう  
exchange ～を交換する arrive 到着する hug ～を抱きしめる lose ～を失う  
necklace 首飾り

問1 次の a～c の絵は本文のある場面を表している。本文のあらすじに従って並べかえ、その記号を書け。



問2 下線部①に関して、Lucy は引っ越しことを Mary になぜ言わなかったのか。その理由を 20 字程度の日本語で書け。

問3 Mary が下線部②のように思った理由として最も適当なものを、下のア～エの中から一つ選び、その記号を書け。

- ア Lucy がプレゼントを気に入らないと思ったから。
- イ 自分のせいで Lucy が傷ついていると思ったから。
- ウ Lucy がプレゼントをたくさんもらうと思ったから。
- エ 引っ越しの準備で Lucy がとても忙しいと思ったから。

問4 ③に入る最も適当なものを、下のア～エの中から一つ選び、その記号を書け。

- ア You should buy a present for Lucy.
- イ You should give the present to Lucy.
- ウ You should make a present for Lucy.
- エ You should open the present from Lucy.

問5 ④に入る最も適当な英語 1 語を書け。

問6 本文の内容に合っているものを、下のア～オの中から二つ選び、その記号を書け。

- ア When Mary saw Lucy in the classroom, Lucy was very happy and smiled at her.
- イ Mary and Lucy enjoyed talking about London after Mr. Smith left the classroom.
- ウ The present from Mary to Lucy was a blue hat because Lucy's eyes were also blue.
- エ When Mary and her mother went to Lucy's house, Lucy gave Mary a present.
- オ Mary and Lucy exchanged presents and they were still very good friends.

問7 次は、クリスマス日にMaryがLucyに送った電子メールである。本文の内容をふまえてMaryに代わって、に10語以上の英文を書け。英文は2文以上になってもかまわない。

Dear Lucy, Happy Christmas. How are you? I love the necklace very much. <div style="border: 1px solid black; height: 20px; margin: 5px 0;"></div> Have a nice Christmas. Mary
--

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	c → a → b
問2	友人のメアリーを失いたくなかったから。
問3	イ
問4	イ
問5	wrong
問6	ウ, オ
問7	I remember you when I wear it.

◆ 解説 ◆

- 問1 c Maryがイスにすわって机の上の帽子をながめながら、母親と話をしている場面。第3段落第3文と最後から2文目参照。 ⇒ a MaryがLucyの家の玄関で、Lucyのお父さんにプレゼントを手渡している場面。第4段落第6, 7文と第9文参照。 ⇒ b 帽子をかぶったLucyがMaryにかけより、Maryを抱きしめている場面。第5段落第2, 3文参照。
- 問2 第5段落第5文参照。
- 問5 「でも、私は間違っていました」
- 問6 ア「Maryが教室でLucyを見たとき、Lucyはとても喜んで彼女にほほえみかけました」LucyはMaryにほほえみ返したが、元気そうではなかった。  
 イ「MaryとLucyはMr. Smithが教室から出て行ったあと、ロンドンについて楽しく話しました」引っ越しのことを黙っていたLucyにMaryが腹を立て、けんか別れた。  
 ウ「Lucyの目も青いので、MaryからLucyへのプレゼントは青色の帽子でした」第3段落第6～10文参照。  
 エ「Maryと彼女のお母さんがLucyの家へ行ったとき、LucyはMaryにプレゼントをあげました」Lucyは不在であった。  
 オ「MaryとLucyはプレゼントを交換し、依然として大親友でした」第5段落第2文と最終段落最終2文より、2人がプレゼントを交換したことがわかり、第5段落最後から3文目より、2人が依然として親友であることがわかる。



◆ 問題 ◆ 21 - 4 - 61

次の英文は沖縄の高校生、ユタカ（Yutaka）が体験したことについて書かれたものです。それを読んで、下記の問題に答えなさい。

(沖縄県 2009 年度)

Yutaka is a high school student in Okinawa. On May 8th, he and his family visited his grandmother to have her birthday party. They had a good time together but it was very hot \*inside her house. The rooms got too much \*sunshine.

When they got home, Yutaka and his father talked about it. “Her rooms are too hot. Isn’t there anything we can do? I want to help her,” said Yutaka. His father then said, “How about \*growing vines like \*goya \*outside the windows? The \*temperature inside the house will go down. We call it a ‘green \*curtain.’ We have one at our office. Do you want to see it?” “Yes,” said Yutaka.

Next weekend, Yutaka’s father took him to his office. The man who worked there told them how to make a green curtain. A few days later, Yutaka and his father went to his grandmother’s house and worked together to make the green curtain. First, they \*hung a big net outside the windows. Then they \*planted some vines in the ground.

When Yutaka and his family visited his grandmother during the summer vacation, they saw the beautiful curtain of green vines. The sunshine through the curtain was soft, and it was very cool inside the house. “Thank you, Yutaka. You are so kind,” said his grandmother. She looked very happy. Yutaka felt happy, too.

Now Yutaka is going to tell his friends about “green curtains.” He hopes many people in Okinawa will learn about them and try them at their houses.

注 inside	～の内側	sunshine	日差し	grow vines	つる植物を育てる
goya	ニガウリ (野菜の一種)	outside	～の外側	temperature	温度
curtain	カーテン	hung a net	ネットをつるした	plant	～を植える

問1 次の各問いに対して答えとして最も適切なものをア～エの中から1つ選び、その記号を書きなさい。

1 Where did Yutaka and his family visit on May 8th?

- They visited
- ア his grandmother’s house.
  - イ his father’s house.
  - ウ his school.
  - エ many places in Okinawa.

2 Why did Yutaka want to help his grandmother?

- because
- ア it was her birthday
  - イ she visited his house
  - ウ her rooms were very hot
  - エ she liked goya

3 How did Yutaka learn to make a “green curtain”?

- by visiting
- ア his grandmother’s house
  - イ his father’s office
  - ウ his school
  - エ his friend’s house

4 What does Yutaka hope for?

- He hopes that
- ア his family will visit his grandmother.
  - イ summer in Okinawa will be very hot.
  - ウ he can work at his father’s office.
  - エ people in Okinawa will make green curtains.

問2 次のア～エは、本文の中で述べられている4つの場面を絵で表したものです。述べられている順に絵を並べかえ、その記号を書きなさい。



◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	1	ア
	2	ウ
	3	イ
	4	エ
問2	( ア ) → ( エ ) → ( ウ ) → ( イ )	

◆ 解説 ◆

- 問1 1 問いは「ユタカと彼の家族は5月8日にどこを訪れましたか」。第1段落第2文参照。  
 2 問いは「ユタカはどのようにして祖母を助けたいと思いましたか」。第2段落第2文参照。  
 3 問いは「ユタカはどのようにして、緑のカーテンを作ることを覚えましたか」。第3段落第1, 2文参照。  
 4 問いは「ユタカは何を望んでいますか」。最終段落最終文参照。
- 問2 ア 第1段落第3, 4文の場面。  
 イ 第4段落第1文の場面。  
 ウ 第3段落最終2文の場面。  
 エ 第2段落第1文の場面。