

2008（平成20）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 ◆ 20 - 4 - 1

次の英文は、陽子が修学旅行（school trip）の体験（experience）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 2008年度）

Students at our school usually do some activities during the school trip to learn about traditional Japanese culture. This year, our class made washi during the trip. This was my first time to make it.

On the first day of the trip, we learned about washi at a papermaking museum. Washi is traditional Japanese paper made from fibers of trees. I tried to filter fibers many times in the cold water to make washi for postcards. It was a little difficult, but it was a lot of fun! After about an hour, I made three beautiful washi postcards.

When I was making washi, I remembered our English teacher, Mr. Green. He came to our school from Canada last year. He said he is interested in traditional Japanese culture. So, I decided to send one of the washi postcards to him. That evening, I a message to him in English on it, and the next morning I sent it to him.

When I returned from the trip, Mr. Green said to me, "Yoko, thank you very much for your postcard. The paper is beautiful. What is that paper?"

I said, "That's traditional Japanese paper. We call it washi in Japanese. Washi is in many ways, for example, as paper for calligraphy. I made that washi postcard during the trip. I enjoyed making it very much."

Mr. Green said, "That's great. You had a wonderful experience on your trip. Thank you again for sending the beautiful washi postcard. I really like it."

I was happy to hear that Mr. Green liked the washi postcard I made. That experience of making washi is one of my best memories of the trip. I want to visit many different places in Japan in the future.

注 activity (activities) 活動 traditional 伝統的な papermaking museum 紙づくり工芸館
 fiber (s) 繊維 filter こす (和紙を作る工程の一つで、木の繊維を目の細かい網ですくうこと)
 postcard (s) はがき way (s) 方法 as として calligraphy 書道
 memory (memories) 思い出 in the future 将来

問1 本文の内容から考えて、 , に入る英語として最も適当なものを、次の中から選び、それぞれ正しい形に直して書きなさい。

happen	use	stop	write	worry
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問2 本文の内容から考えて、次のア～オを起きた順に並べかえ、記号で答えなさい。

- ア Yoko finished making three washi postcards.
- イ Yoko sent one of the washi postcards to Mr. Green.
- ウ Yoko remembered Mr. Green when she was making washi.
- エ Yoko told Mr. Green that the paper is called washi in Japanese.
- オ Yoko was glad to know Mr. Green liked the washi postcard after talking with him.

問3 本文の内容から考えて、陽子が和紙のはがきをグリーン（Green）先生に送ることにした理由として最も適当なものを、ア～エから選びなさい。

- ア グリーン先生が美しい和紙の作り方を教えてくれたから。
- イ グリーン先生がメッセージを送ってほしいと頼んだから。
- ウ グリーン先生がまもなくカナダへ帰国すると話していたから。
- エ グリーン先生が伝統的な日本の文化に興味があると話していたから。

問4 英語を担当している佐藤先生から、陽子は、自分の書いた英文の内容について、次のような質問をされました。

あなたが陽子になったつもりで、次の対話文の , に入る英文を、それぞれ3語以上で自由に書きなさい。ただし、疑問符(?), コンマ(,)などの符号は語数に入れないものとします。

Ms. Sato: Did you enjoy the school trip, Yoko?

Yoko: Yes. I enjoyed it very much.

Ms. Sato: Where would you like to go in Japan on your next trip?

Yoko:

Ms. Sato: Good. What will you do there?

Yoko:

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(1)	wrote	(2)	used
問2	ウ → ア → イ → エ → オ			
問3	エ			
問4	(1)	(正答例) I'd like to go to Okinawa. など		
	(2)	(正答例) I'll swim in the sea. など		

◆ 解説 ◆

- 問1 (1) 話の流れから過去の文であることがわかる。
 (2) 受動態の文。受動態は<be 動詞+過去分詞>で表す。
- 問2 ア 「陽子は3枚の和紙のはがきを作り終えました」 第2段落最終文参照。
 イ 「陽子は和紙のはがきの1枚をグリーン先生に送りました」 第3段落第4・5文参照。
 ウ 「陽子は和紙を作っているとき、グリーン先生のことを思い出しました」 第3段落第1文参照。
 エ 「陽子はグリーン先生に、その紙は日本語で和紙と呼ばれると教えました」 第5段落第2文参照。
 オ 「陽子はグリーン先生と話して、先生が和紙のはがきを気に入っていることを知ってうれしかった」 第7段落第1文参照。「書かれている順」にではなく、「起きた順」に並べかえることに注意する。
- 問3 第3段落第3・4文参照。
- 問4 (1) I'd like to go to ～.と答えればよい。
 (2) (1)で答えた場所であるのにふさわしい事柄を答える。

◆ 問題 ◆ 20 - 4 - 2

次の英文は、日本に滞在しているホワイト先生が、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 2008年度）

Yesterday I read an interesting story on the Internet. It is about the volunteer *work that *technical high school students in Japan do.

Do you know how many *wheelchairs are *thrown away every year in Japan? About 30,000 are. But in other *Asian countries many people need wheelchairs but don't have much money to buy them. So, Japanese high school students started to give wheelchairs to them.

First, many old or *broken wheelchairs are given by hospitals or *individual donors to volunteer members. The members bring the wheelchairs to the high school by car. Then, the students *fix and clean them.

After that, the wheelchairs are brought to *airports in Japan and taken by *travelers *as their baggage to airports in other Asian countries. There, volunteer members are waiting to bring them to the people who need them. Sometimes travelers bring the wheelchairs *in person to the people who need them.

Now many letters of "Thank you" and pictures are sent to the high school students. They are happy to see them and they understand many people help them to do this work.

What do you think about this story?

注 work 活動 technical 工業の wheelchairs 車いす thrown away 捨てられて
Asian アジアの broken 壊れた individual donors 個人の提供者 fix ～を修理する
airports 空港 travelers 旅行者 as their baggage 荷物として in person 直接

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 高校生は一年に約3万台の車いすを修理して、現地の空港に送っている。
- 2 古くなったり、壊れた車いすの多くは、日本で再利用されている。
- 3 人々の協力で、このボランティア活動が機能していることを高校生は知った。
- 4 現地の空港で待っているボランティアの人たちだけが、使用する人の所まで車いすを運ぶ。
- 5 古くなったり、壊れた車いすは、ボランティアの人たちを通して、高校生に届けられる。

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 Do only hospitals give old or broken wheelchairs to the volunteer members?
- 2 Why did the high school students begin to give wheelchairs to people in other Asian countries?
- 3 What makes the high school students happy?

問3 次の文章は、ホワイト先生の "What do you think about this story?" という問いかけに対して生徒が書いたものです。下線部1, 2をそれぞれ一つの英文にしなさい。

It is very interesting. 1 彼らがしているボランティア活動は、素晴らしいです。 I also want to do something. 2 ボランティア活動をすることで、大切なことを学べると思います。

◆ 解答用紙 ◆

問1		
問2	1	
	2	
	3	
問3	1	
	2	

◆ 解答 ◆

問1		3 又は 5	5 又は 3
問2	1	(例) No, they don't.	
	2	(例) Because they need them but don't have much money to buy them.	
	3	(例) Many letters of "Thank you" and pictures do.	
問3	1	(例) The volunteer work they do is wonderful.	
	2	(例) I think I can learn important things from volunteer work.	

◆ 解説 ◆

- 問1 3 第5段落第2文参照。 5 第3段落第1・2文参照。
- 問2 1 「古くなったり、壊れたりした車いすをボランティアの人たちにあげるのは、病院だけですか」 第3段落第1文参照。
 2 「なぜ高校生たちは、アジアのほかの国々の人たちに車いすを送り始めたのですか」 第2段落第3・4文参照。
 3 「何が高校生たちを幸せにしますか」 <make+(人)+形容詞>= 「(人) を～にする」 第5段落第1・2文参照。
- 問3 1 主語は the volunteer work で単数扱いになる。
 2 「ボランティア活動をすることで」は, through volunteer work や by doing volunteer work と表してもよい。

◆ 問題 ◆ 20 - 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 2008年度)

Today I will tell you about a man I have known for about fifteen years. He was one of my students and his name is *Kenji.

When he was seventeen years old, I asked him what he wanted to do in the future. He couldn't say anything.

One day he found a *poster of a *cookery school. It said, "We'll have an *open house next Saturday. Let's enjoy cooking together!" He was interested in cooking and cooked for his family many times. So, he went there.

The students of the school *welcomed him. He had a very good time there because he cooked with them and enjoyed the food. He thought, "Cooking is a lot of fun. If I become a *cook, I can make many kinds of food. Good food can make people happy. I'll become a cook."

When he finished high school, he went to the cookery school. The classes were very difficult, but it was exciting for him to study something new every day. He studied very hard there to be a cook.

After he finished studying at the cookery school, he came to this city. He started to work for a Japanese restaurant. In his first year, he only *washed the *dishes. When he was *washing the dishes, sometimes he watched the things that the other *cooks did. This was his *way of learning how to cook Japanese food.

One day in his second year, the *master chef told him to cook lunch. Kenji was surprised. The master chef said, "I will watch how you cook. And if your lunch is good, you may help the other cooks." He watched how Kenji cooked.

He finished cooking, but the master chef didn't eat the lunch. Kenji asked him why. "You *did your best today and I think you studied hard at the cookery school, but you didn't cook in my way... I know you feel sad, but I want all the cooks here to become good cooks. You must learn how to cook in my way first. After that, you can cook *as you like. Don't *rush. You have a lot of time."

Kenji *faced many *difficulties when he was working. Sometimes it was hard for him to *overcome them, but he never *gave up and became a good cook.

注 Kenji けんじ poster ポスター cookery school 料理学校 open house 体験入学
welcomed ～を歓迎した cook 料理人 washed ～を洗った dishes 食器
washing ～を洗って cooks cook (料理人)の複数形 way やり方 master chef 料理長
did your best 最善をつくした as you like 好きなように rush 急ぐ
faced ～に直面した difficulties 困難 overcome ～を克服する gave up あきらめた

問1 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 Kenji wanted to be a cook because

- 1 he liked to study at the cookery school.
- 2 he could make people happy by his work.
- 3 his family had a Japanese restaurant.
- 4 his family asked him to be a cook.

イ The classes at the cookery school

- 1 were very interesting and it was easy for Kenji to study.
- 2 were not easy but it was very interesting for Kenji to study.
- 3 were useful but Kenji wanted to study more difficult things.
- 4 were easy and Kenji was glad to study.

ウ The other cooks in the Japanese restaurant

- 1 didn't tell Kenji how to cook Japanese food.
- 2 watched how Kenji cooked Japanese food.
- 3 told Kenji the way of cooking was too difficult.
- 4 told Kenji the way of cooking Japanese food.

エ The master chef told Kenji to cook in the master chef's way because

- 1 he wanted him to know what to cook.
- 2 he wanted to give his restaurant to Kenji.
- 3 he wanted him to cook well.
- 4 he wanted to eat a good lunch.

問2 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、それぞれ一語、本文から抜き出して書きなさい。

When Kenji was asked about his (ア) by his teacher, he could say nothing about it. One day he saw a poster of an open house and he was (イ) in it. He liked to (ウ), so he went there.

問3 下線部whyの内容を日本語で説明しなさい。

問4 本文の話手が、この話をとおして伝えたかったこととして最も適切なものを、次の1～4の中から一つ選び、その番号を書きなさい。

- 1 It is important to work hard for your dream.
- 2 It is important to learn how to cook lunch.
- 3 It is important to study something new.
- 4 It is important to watch the things done by others.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	ア	2	イ	2
	ウ	1	エ	3
問2	ア	future	イ	interested
	ウ	cook		
問3	(例) なぜ料理長が、自分の作った昼食を食べなかったのか。料理長が、けんじの昼食を食べない理由。			
問4	1			

◆ 解説 ◆

問1 ア 第4段落第5・6文参照。

イ 第5段落第2文参照。 It is ... for — to ~ = 「—が[—にとって]~するのは…だ」

ウ 第6段落第4・5文参照。 けんじはほかの料理人を見ていたが、彼らから日本料理の作り方を教えられてはいない。 how to ~ = 「~の方法, ~の仕方」

エ 第8段落第4・5文参照。 <want+(人)+to ~> = 「(人) に~してもらいたい」

問2 (全訳) けんじは先生に (7) 将来についてたずねられたとき、それについて何も言うことができませんでした。ある日、彼は体験入学のポスターを見て (1) 興味を持ちました。彼は (9) 料理をすることが好きだったので、そこへ行きました。

問3 why のあとには he didn't eat the lunch が省略されている。

問4 最終段落に述べられている。

◆ 問題 ◆ 20 - 4 - 4

次の英文は、日本、イギリス (Britain)、フランス (France)、アメリカ、中国 (China) の魚の消費量を比較しながら、私たち日本人と魚の関わりについて述べたものです。これを読んで、あとの問1～問3の問いに答えなさい。

(岩手県 2008 年度)

Can we think of a life without eating fish? Maybe many of us say no. Fish have been a necessary* food in our life. Now we often see some books which say . For example, some scientists say in the books that eating fish can prevent* some cancers. We have found that eating fish is very important.

In Japan, we have a long history* of eating fish. We have had many ways* of cooking fish for a long time. We enjoy eating fish in many ways, and a lot of people also enjoy cooking and eating fish in Japanese ways. We can see sushi shops in many countries.

By the way*, how much fish do people eat? From one survey*, we can see how many grams* of fish are eaten per person per day* in Japan and in four foreign countries (Britain, France, America, and China). We can find that Japanese people eat fish the most and people in America eat the least*. We can also see that people in China don't eat as much fish as people in France, but people in China eat more fish than people in Britain. Britain comes in fourth place in the fish consumption*.

As we can see from the survey, we eat more fish than people in these foreign countries. Every day we see fish in many places (at restaurants, on our dinner tables, in our lunch boxes). It is difficult for us to live without eating fish.

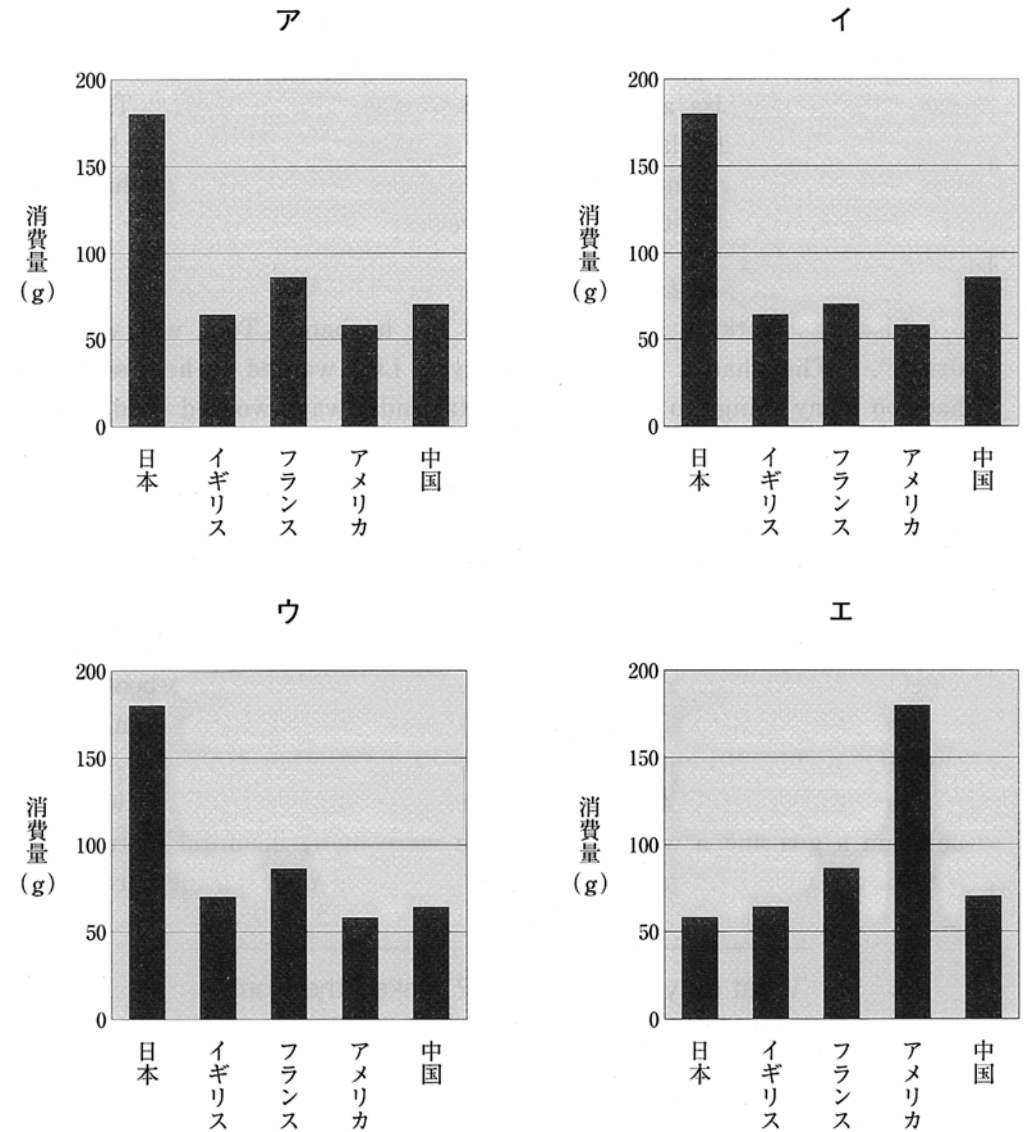
necessary なくてはならない prevent ～を予防する history 歴史 way(s) 方法
by the way ところで survey 調査 gram(s) グラム per person per day 一人一人あたり
the least 最も少なく consumption 消費量

問1 次のア～エのうち、文中の に入る最も適当な英語はどれですか。一つ選び、その記号を書きなさい。

- ア that it is difficult to get fish
- イ that eating fish is good for our body
- ウ that we have had fish in many ways
- エ that by eating fish we will have cancer

問2 文中の に入る最も適当な英語を、本文中から1語抜き出して書きなさい。

問3 次のア～エのうち、「一日一人当たりの魚の消費量」を表すグラフとして、本文の内容と合っているものはどれですか。一つ選び、その記号を書きなさい。



◆ 解答用紙 ◆

問1	
問2	
問3	

◆ 解答 ◆

問1	イ
問2	foreign
問3	ア

◆ 解説 ◆

問1 直後の文で具体例を述べていることから考える。

問2 文頭の We (日本人) に対して、「～もまた」と言っていることから考える。

問3 第3段落第3文に「日本人が最もたくさん魚を食べ、アメリカの人は最も食べる量が少ない」とあるので、エではないことがわかる。次に第4文前半部分に「中国の人はフランスの人ほど魚を食べない」とあるので、イではないことがわかり、後半部分に「中国の人はイギリスの人よりはたくさん魚を食べる」とあるので、アであることがわかる。not as ... as ～＝「～ほど…ではない」

◆ 問題 ◆ 20 - 4 - 5

次の英文は、イギリスの小さな村とロンドン (London) を舞台にした、リサ (Lisa) と絵本作家 (a writer of picture books) メアリー (Mary) の出会いから始まる物語です。これを読んで、あとの問1～問5の問いに答えなさい。

(岩手県 2008年度)

simple 質素な garden 庭 rainy 雨の hug ～を抱きしめる each other お互い
nurse 看護師 husband 夫 taxi driver タクシー運転手 daughter 娘 unhappy 不幸せな
hope 希望 say to herself 心の中で思う author's words 作者の言葉

Mary was a writer of picture books. She lived alone and her life was simple*. Every morning she worked, and in the afternoon she her flowers in the garden*. There were a lot of beautiful flowers there.

One rainy* day Mary saw a girl who was standing in front of the garden. Mary gave her a smile and asked, "Do you like flowers? What's your name?"

"My name is Lisa. I like flowers," answered Lisa. Mary said, "I'm glad to see you." They talked about flowers. They had a wonderful afternoon. "You can come again, Lisa. I think we will become good friends," said Mary.

After that day Lisa often came to Mary's garden and talked with Mary. Mary knew Lisa's parents were very busy and Lisa couldn't see them during the day. When Lisa felt alone, she usually came to Mary's garden after school and looked at the flowers. Lisa and Mary talked about a lot of things. They became good friends, but one year later Lisa heard sad news. She ran to Mary's house and said, "My family will move to London. I don't want to leave this village." They hugged* each other* without saying a word.

Twenty years later, in London

Lisa was working as a nurse* and her husband*, Tom, was working as a taxi driver*. They had a daughter*, Emily. Lisa wanted to help sick people. She had too many things to do in the hospital and always worked hard, so she was very tired.

She worried about her work and her daughter. She wanted to be with Emily more, but she didn't have enough time. She thought Emily was alone too much.

Because Lisa was very busy, she began to feel unhappy* and to lose hope*. She began to say to herself*, " It is this a good life?"

One day Emily said to Lisa, "Mom, I found a nice picture book in a shop. The picture was so beautiful. I want that book." Usually Emily didn't ask Lisa to buy anything, so Lisa bought it for Emily the next Saturday.

In the evening Lisa read the picture book to (あ). It was a warm story between a girl and a woman, and there were many beautiful pictures of flowers in the book. On one page the girl talked with the woman in the garden.

"What do you want to be?" asked the woman.

"I don't know, but I want to be like flowers.

Flowers always give people hope, and flowers make people happier," answered the girl.

When Lisa saw the picture of this page, she suddenly remembered. "This is Mary's garden!" Twenty years ago they said the same thing in the garden. Lisa looked at the first page and she found the author's

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

ア looked like イ waited for ウ fell down エ took care of

問2 文中の下線部 sad news は具体的にどのようなことですか。その内容を日本語で簡単に書きなさい。

問3 文中の に入る最も適当な英語を、次のア～エのうちから一つ選び、その記号を書きなさい。

ア What life should I have? Should I become a doctor?
イ Can I be a good nurse? Am I a good mother for Emily?
ウ Is this a good job? Does Emily want to be a nurse?
エ What makes Emily happy? Do I need much money?

問4 本文の内容に合うように、文中の (あ) ～ (う) に入る最も適当な登場人物の名前を英語で書きなさい。

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

花は人に希望を抱かせ、そして ので。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	(あ)
	(い)
	(う)
問5	

◆ 解答 ◆

問1	エ
問2	ロンドンに引っ越すこと。
問3	イ
問4	(あ) Emily
	(い) Lisa
	(う) Mary
問5	人を幸せにする

◆ 解説 ◆

問1 take care of ～＝「～の世話をする」

問2 直後の文参照。

問3 20年後のロンドンでの話の第2段落第1文参照。娘については同じ第2段落第2・3文に何を心配しているかが書かれている。

問4 (あ) 絵本はリサがエミリーに買ったものであることから考える。

(い) 作家(メアリー)の言葉であることから考える。

(う) that rainy day は、村での話の第2段落第1文にある One rainy day を指す。

問5 絵本の最終文参照。<make+(人)+形容詞>＝「(人)を～にする」

◆ 問題 ◆ 20 - 4 - 6

次の英文は、誠が英語のスピーチコンテストで、盲導犬 (guide dog) について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 2008 年度)

I saw a visually impaired woman with a guide dog on the street. That was the first time for me to see a guide dog. When they were walking down the street, they met some girls. Then, the girls ①[begin] to talk to the dog.

The woman asked them to stop. I didn't know why. When I went home, I asked my mother some questions about guide dogs. My mother didn't know well, so we went to a training center for guide dogs in my summer vacation.

People in the training center kindly told us about guide dogs. Guide dogs are very gentle, ②so(私たちはそれらをこわがる必要はありません). There aren't enough guide dogs in Japan, so many visually impaired people are waiting for guide dogs. And there are some important things about guide dogs. First, when we see a guide dog in a town, we shouldn't talk to it, or (③) food to it because it is working for a visually impaired person. Second, a guide dog can (④) a visually impaired person to a place, but the dog doesn't know every place. If we find that a visually impaired person with a guide dog has lost their way, we can ask the person " A ". Some people may not know these things, so I want you to know them.

I also learned that ⑤many volunteers support guide dogs. For example, some volunteers clean the dogs' rooms in the training center. And other volunteers take care of the dogs for about a year at home when they are babies. Guide dogs work for visually impaired people for about eight years. After that, they stop working as guide dogs, and some of them move to other volunteers' homes. Each dog spends its life there and the family takes care of it as a member of the family.

I learned many things about guide dogs. And I will try to do many things for guide dogs and visually impaired people.

注 visually impaired 視覚に障害のある training center 訓練センター kindly 親切に
gentle おとなしい lost their way < lose their way 道に迷う support 支える

問1 下線部①の [] 内の語を適切な形に直しなさい。

問2 下線部②の () 内の日本語を、英語に直しなさい。

問3 本文中の (③), (④) に入る最も適切な語を、それぞれ次のア～エから1つ選び、記号で答えなさい。

(③) ア like イ call ウ give エ eat

(④) ア watch イ feel ウ play エ take

問4 本文中の [A] に入る最も適切なものを、次のア～ウから1つ選び、記号で答えなさい。

ア Which do you like better, dogs or cats?

イ Are you OK?

ウ Will you help me?

問5 下線部⑤について、その活動例を、本文の中から具体的に2つ、日本語で書きなさい。

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 Makoto saw a guide dog for the first time when he went to the training center.

イ Makoto and his mother went to the training center to know about guide dogs.

ウ There aren't enough guide dogs in Japan, so visually impaired people must wait for them.

エ Guide dogs live with visually impaired people only when they are babies.

オ Guide dogs spend all their lives with the volunteers.

◆ 解答用紙 ◆

問1	①			
問2	②	so		
問3	③		④	
問4	A			
問5	⑤			
問6				

◆ 解答 ◆

問1	①	began	
問2	②	(例) we don't have to be afraid of them	
問3	③	ウ	④ エ
問4	A	イ	
問5	⑤	(例) 訓練センターで、犬の部屋の掃除をする。	
		(例) 子犬の時に、約1年間家でその犬の世話をする。	
		(例) 盲導犬としての役割を終えた犬の面倒をみる。	
問6	イ	ウ	

◆ 解説 ◆

- 問2 「～する必要はない」 = don't[doesn't] have to ～ 「～をこわがる」 = be afraid of ～
- 問4 盲導犬を連れて視覚に障害のある人が道に迷っているのに気づいたとき、私たちがかける言葉としてふさわしいものを選ぶ。
- 問5 第4段落第2・3文と第5・6文に、3つの具体例が述べられているので、そのうちの2つを選び、内容をまとめて答えればよい。
- 問6 イ 「誠と彼のお母さんは、盲導犬について知るために、訓練センターへ行きました」 第2段落最終文参照。
 ウ 「日本には十分な数の盲導犬がないので、視覚に障害のある人たちは待たなければなりません」 第3段落第3文参照。

◆ 問題 ◆ 20 - 4 - 7

次は、中学生の明夫 (Akio) が作った[Useful Expression List (役に立つ表現リスト)]と、それについて学級に紹介するために書いた英文です。問1～問5の問いに答えなさい。

(秋田県 2008 年度)

Akio's Useful Expression List (一部)

- ・もう一度言ってくれませんか。 → Pardon? / Excuse me?
- ・もう少しゆっくり話してくれませんか。 → Could you speak more slowly?
- ・～はどういう意味ですか。 → What do you mean by ～ ?
- ・～は英語でどう言いますか。 → How do you say ～ in English?

When I was in the classroom after school a month ago, our ALT Mr. Brown *came in. He said, "Hi, Akio. What are you doing?" I answered, "I'm doing my English (①)." He said, "What is it about? Will you tell me more about it?" He spoke too fast. I couldn't understand him well. Then he smiled and said, "Oh, that's OK. Goodbye, Akio." I wanted to answer his question, but I couldn't.

The next day in the teachers' room, my English teacher gave me a message from Mr. Brown. In his message, he showed some useful expressions for better communication.

To Akio

When you can't understand me, please ask me to speak again. I will be very happy if you do so. I will show you some useful expressions. I hope you will use them to *communicate in English.

Some useful expressions: Pardon? / Excuse me? / Will you say that again? / I'm sorry, I can't understand.

The next (②) Mr. Brown came to our school. At lunch time, I talked to him in English. I said, "Thank you for your message. Look. This is my Useful Expression List." He said, "That's good. You have made your list. It will help you a lot. To speak English isn't easy, but try! I think it's important for you to try to speak English."

I use my list now when I talk with Mr. Brown, but I hope I can talk with him (③) it. How about making your own list? I'm sure it will be very useful for better communication when you speak English.

注 come in : 入ってくる communicate : 伝え合う

問1 ①～③にあてはまるものを、次の【 】の中から一つずつ選んで英語一語に直して書きなさい。

【 火曜日, 理科, 宿題, ～のために, ～なしで 】

問2 次の英文は、本文の ～ のどこに入るか、最も適切なものを一つ選んで記号を書きなさい。

I didn't know what to say.

問3 下線部 do so が指す内容を、ブラウン先生の伝言 (message) の中から五語で抜き書きしなさい。

問4 明夫は、学級のみんなにどんなことを提案しているか、本文から読み取り日本語で書きなさい。

問5 本文の内容と合っているものを、次のア～エから一つ選んで記号を書きなさい。

- ア Mr. Brown thinks that it's important to try to speak English.
- イ Akio's English teacher said that Akio should make his own list.
- ウ Mr. Brown showed Akio some useful expressions in the classroom.
- エ Akio hasn't finished making his own list, so he needs Mr. Brown's help.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	①	homework	②	Tuesday
	③	without		
問2	イ			
問3	ask me to speak again			
問4	(例) 自分自身の役に立つ表現リストを作ること			
問5	ア			

◆ 解説 ◆

- 問1 ② 曜日は大文字で書き始めること。
- 問2 「私は何を言ったらよいのかわかりませんでした」 what to ~ =「何を~したらよいのか」
- 問4 最終段落第2文参照。How about ~ing? = 「~してはどうですか」
- 問5 ア 「ブラウン先生は、英語を話そうとすることが大切であると考えている」 最後から2段落目最終文参照。It is ... for—to ~. = 「—にとって~することは…だ」

◆ 問題 ◆ 20 - 4 - 8

次は、写真家 (photographer) の加藤さん (Ms. Kato) が中学校の英語の授業に招かれ、海外でのボランティア体験について語った内容です。問1～問6の問いに答えなさい。

(秋田県 2008年度)

Hello, I'm Kato Maki. I'm a photographer. I work in Tokyo. I love taking pictures of beautiful islands. Today, I'll tell you about my volunteer work in *Sri Lanka.

Sri Lanka is an island with green mountains, beautiful *beach resorts, and famous tea. Many *travelers visit this country every year.

On December 26, 2004, a big *tsunami made by an *earthquake in *the Indian Ocean suddenly *hit the island. It was full of sad news, and the hotels there had many *cancellations by foreign travelers. They had to stop traveling there. About 30% of its beach resorts had great *damage! I was very sorry to hear the people who had these problems were losing hope.

First, I went to the bank to get some money and (①) it to Sri Lanka. Then I thought, "I want to *support them more. I'm not a doctor. I'm not a *carpenter. What can I do?"

A month later, I found a good plan on the Internet. It said, "Let's travel to the beach resorts in Sri Lanka together to help the people there." I decided to join this plan. You may say, "You should not go there. You should think about their sad *feelings." You are right. It is important to try to understand how they feel. But it is also important to think what they need. We know they (A) depend on travelers. They usually get money from the people who come to their country to enjoy its beautiful beaches. But tsunami damage to the beaches made it very difficult. So I thought they (②) money to make their lives better. I believed (B) the plan would give them a good chance to get money. I thought it would also give a chance to some Japanese people. They were trying to find how to support the people in Sri Lanka like me! The next month, I was very impressed when

Now I will never forget the six days in Sri Lanka with the 64 Japanese people! First, we (③) some of its famous old cities. We enjoyed seeing them. Then, we did two kinds of volunteer work at a beach resort. One was to stay at the hotels which had cancellations by other travelers. The other was to clean a school which had tsunami damage. We were very happy to do so with the students. We also talked with them in easy English and their language, and laughed together. One of them said, "I'm glad to know many foreign people are supporting us. We're not alone."



注 Sri Lanka スリランカ (国の名) beach resort 海辺のリゾート地, 海辺の行楽地
 traveler 旅行者 tsunami 津波 earthquake 地震 the Indian Ocean インド洋
 hit hit (～を襲う) の過去形 cancellation (予約の) キャンセル, 取り消し damage 被害
 support ～を支える, 支援する carpenter 大工 feelings 感情

問1 ①～③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 visited イ sent ウ began エ bought オ needed

問2 本文の内容から判断して、下線部(A) depend on の意味として最も適切なものを、次のア～エから一つ選んで記号を書きなさい。

- ア 出迎える イ あやまる ウ 頼りにする エ 協力する

問3 下線部(B) the plan が指す内容を本文から読み取り、40字程度の日本語で書きなさい。

問4 加藤さんが、他の日本人と一緒に海辺のリゾート地で行った二つのボランティア活動の内容を本文から読み取り、具体的に日本語で書きなさい。

[] こと
[] こと

問5 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 I didn't help the people in Sri Lanka.
 イ I've often visited Sri Lanka for my job.
 ウ I shared this plan with the people in Sri Lanka.
 エ I met many Japanese people who joined this plan at Narita Airport.
 オ I really wanted to help the people who had such a hard time in Sri Lanka.

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 Ms. Kato works in Sri Lanka and tries hard to support the people there.
 イ Ms. Kato didn't know how the people in Sri Lanka felt after the tsunami.
 ウ Ms. Kato had a wonderful time with the 64 Japanese people in Sri Lanka.
 エ Ms. Kato wasn't special like a doctor, but she helped the people in Sri Lanka.
 オ Ms. Kato visited Sri Lanka just to enjoy sightseeing with the 64 Japanese people.

◆ 解答用紙 ◆

問1	①		②	
	③			
問2				
問3				
問4	[] こと			
	[] こと			
問5	I		II	
	III			
問6				

◆ 解答 ◆

問1	①	イ	②	オ
	③	ア		
問2	ウ			
問3	〔例〕 スリランカの海辺の行楽地と一緒に旅行して、現地の人々を助けようという計画 (36字)			
問4	〔例〕 他の旅行客がキャンセルしたホテルに泊まる〕 こと			
	〔例〕 津波の被害を受けた学校をきれいにする〕 こと			
問5	I	イ	II	オ
	III	エ		
問6	ウ		エ	

◆ 解説 ◆

- 問1 ① 「最初に、私はお金を手に入れるために銀行へ行き、それをスリランカに送りました」
 ② 「だから私は、彼らは生活をよくするためにお金が必要であると思いました」
 ③ 「最初に、私たちは有名な都市のいくつかを訪ねました」
- 問2 直後の文に、「彼らはたいい、美しい海辺を楽しみに彼らの国へやって来る人たちからお金を得ます」とあることから考える。
- 問3 第5段落第2文参照。
- 問4 最終段落第5・6文参照。One ～. The other 「(2つのうち) 1つは～。もう1つは…」
- 問5 I イ 「私は仕事で、しばしばスリランカを訪れたことがあります」
 II オ 「私はスリランカでそんなつらい目にあっている人たちを、本当に助けたかった」 have a hard time = 「つらい目にあう」
 III エ 「私は成田空港で、この計画に参加するたくさんの日本人に会った (とき)」
- 問6 ア 「加藤さんはスリランカで働いており、現地の人々を一生懸命支えようとしています」 加藤さんは東京で働いている。第1段落第3文参照。
 イ 「加藤さんは津波の後、スリランカの人々がどのように感じているかを知りませんでした」 知っていた。IIの直前の文参照。
 ウ 「加藤さんはスリランカで、64人の日本人と素敵なときを過ごしました」 最終段落参照。
 エ 「加藤さんは医者のような専門家ではありませんでしたが、スリランカで人々を助けました」 第1段落第2文と最終段落第4文参照。
 オ 加藤さんは64人の日本人たちと、観光を楽しむためにだけにスリランカを訪れました」 ボランティア活動もしている。最終段落第4文参照。

◆ 問題 ◆ 20 - 4 - 9

ある秋の週末、中学生の孝治 (Koji) さんの家には、近所の高等学校に短期留学しているオーストラリア人のピーター (Peter) さんが滞在していました。農業を営んでいる孝治さんの家族は、ピーターさんとともに、夕飯の食卓を囲みました。次の英文は、その場面を描いたものです。これを読んで、あとの問いに答えなさい。

(山形県 2008 年度)

“Kome kudasai,” Peter said to Koji’s mother. Koji’s mother smiled and gave him another *bowl of rice. Peter said to Koji’s mother, “Thank you, Okasan. I like your kome very much.” Then Koji said to Peter, “No, Peter. We call it gohan.” “Gohan? Is it different from kome?” Peter asked. “Yes, it is. ① We have some different names to call rice in Japanese. For example, rice in the *field is called ine. You buy kome at the rice shop. When it is cooked, it’s gohan,” Koji said.

“I see, but why do you have different names for rice?” asked Peter. “Well, Peter ...,” Koji’s father began to talk. “ Japanese people have *grown and eaten rice for more than 2000 years.” “Do you eat rice in Australia?” Koji asked Peter. “Yes, we do. But my family doesn’t eat as much as yours,” Peter answered. Then Koji asked again, “What did you think about our *way of eating rice?” “② At first I was a little surprised. You usually put only rice in a bowl. My family usually puts it on a *plate with *meat or fish. “Like *vegetables,” answered Peter. “Like vegetables? You eat rice in a different way,” said Koji.

Koji’s father smiled and said, “You have a different *culture of eating rice, Peter. That’s very interesting. Rice is *special in our country because it has been our *staple food for many years. Farmers work hard every year to grow good rice and they *are proud of their rice.”

“Are you proud of your rice, too?” Peter asked Koji’s father. “That’s a good question. I needed a long time to become proud. When I was young, I worked at a big *company in Tokyo, but my father, Koji’s grandfather, suddenly died, and I came back home. I *decided to be a good farmer like my father, but it was hard for me. I wanted to ask him many questions about rice, about water, about *soil, about many things. ③ But it was too late. I worked hard and tried many things, and farmers who lived near us helped me a lot, but my rice wasn’t as good as my father’s. I didn’t know what to do. Then one day, I found my father’s old notebooks. I read them again and again and I learned his *secrets for growing rice. Those notebooks really helped me, and I became a good farmer like my father. I thanked my father very much. I’m happy to know that you like my rice, Peter.”

Later in Koji’s room, the boys were still talking on their futons. “Your father’s story was very interesting. You have different names for rice because it’s so special for you, right?” Peter said. “Well, yeas,” said Koji. And then he said, “I’ll help my father in the field tomorrow. Would you like to come with me?” “Of course. I was thinking about ④ the same thing. Sleep well,” Peter said with a smile and *turned off the light.

注
 bowl 茶わん field 田んぼ grown ← grow～ ～を栽培する way 方法 plate 皿
 meat 肉 vegetable(s) 野菜 culture 文化 special 特別な staple food 主食
 be proud of～ ～に誇りをもっている company 会社 decided～ ～を決めた soil 土
 secret(s) 秘けつ turned off the light 明かりを消した

問1 次の表は、下線部①の内容について、孝治さんがピーターさんに説明したことをまとめたものです。

～ に入る適切な日本語を、本文に即して書きなさい。

場合分け	田んぼで栽培されているものを表す場合	<input type="text" value="b"/>	<input type="text" value="c"/>
日本語	<input type="text" value="a"/>	米	ごはん
英語	rice		

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

- ア I am glad to know that you like my family very much.
- イ I am glad to know that you are interested in rice.
- ウ I am sorry to know that you don’t have rice in Australia.
- エ I am sorry to know that you have different names for rice.

問3 ピーターさんが下線部②のように言った理由を、本文に即して、日本語で簡潔に書きなさい。

問4 下線部③の、孝治さんのお父さんの気持ちに最も近いものを、次のア～エから一つ選び、記号で答えなさい。

- ア 「今年もっと早く田植えをしておけばよかったなあ。」と思う気持ち。
- イ 「なぜ東京での仕事をやめなければならなかったのかなあ。」と思う気持ち。
- ウ 「今晚は夕飯の時間がずいぶん遅いなあ。」と思う気持ち。
- エ 「父親からもっと農業について聞いておけばよかったなあ。」と思う気持ち。

問5 下線部④ the same thing は、具体的にはどのようなことですか。本文に即して日本語で書きなさい。

問6 本文に即して、次の問いに英語で答えなさい。

- (1) Does Peter’s family eat more rice than Koji’s?
- (2) What helped Koji’s father when he wanted to become a good farmer like his father?

問7 孝治さんは、この週末に体験したことや考えたことなどについて、英語の授業中にスピーチをしました。次の英文は、そのときのスピーチの原稿です。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。

Last weekend, my friend Peter stayed with our family. We talked about many things, and I learned a lot. For me, it was a good chance to think about . My father is now a great farmer who grows delicious rice.

I helped my father in the field. After that, I became more proud of my father and becoming a great farmer like him.

- ア rice and my family's work
 イ dinner with Peter's family
 ウ growing rice in Australia
 エ working at a big company
- ア And he says that his rice is a kind of vegetable.
 イ And he is going to go to Australia to see rice farmers there.
 ウ But his father also liked to work at a big company in Tokyo.
 エ But he needed to work and learn very hard when he was young.
- ア worried about
 イ forgot about
 ウ began to think about
 エ stopped talking about

◆ 解答用紙 ◆

問1	a					
	b					
	c					
問2						
問3						
問4						
問5						
問6	(1)					
	(2)					
問7	I		II		III	

◆ 解答 ◆

問1	a	稲				
	b	(例) 米穀店で売っている				
	c	(例) 調理された				
問2	イ					
問3	(例) 自分の家族と孝治の家族とでは、米の食べ方が違うことに気づいたから。					
問4	エ					
問5	(例) 明日田んぼに行って、孝治のお父さんの手伝いをする事。					
問6	(1)	(例) No, it doesn't.				
	(2)	(例) His father's old notebooks did.				
問7	I	ア	II	エ	III	ウ

◆ 解説 ◆

- 問1 a 第1段落最後から3文目参照。
 b 第1段落最後から2文目参照。
 c 第1段落最終文参照。
- 問2 イ 「あなたが米に興味があるのを知ってうれしいです」 **be interested in** ~ = 「～に興味がある」
- 問3 直後の3文で理由を述べており、第2段落最終文で孝治がその内容をまとめている。
- 問5 第5段落最後から5文目の孝治の発言を受けている。
- 問6 (1) 問いは「ピーター一家は孝治一家よりもたくさんお米を食べますか」。第2段落第8文参照。
 (2) 問いは「孝治のお父さんが彼のお父さんのような立派な農夫になりたいと思ったとき、何が助けになりましたか」。第4段落第最後から5文目と3文目参照。
- 問7 II エ 「しかし、若いときはとても一生懸命に働いて学ぶ必要がありました」 第4段落第8文と第11文参照。

◆ 問題 ◆ 20 - 4 - 10

次の英文を読み、問1～問5の問いに答えなさい。

(福島県 2008年度)

Mark was a car *mechanic. He had a problem with his job. He didn't enjoy his job, because he *was tired of doing the same things every day.

One day Mark got a letter from Japan. It was a letter from Ken. Mark thought, "I stayed in Japan for a month when I was fifteen. Ken was one of my friends. I haven't heard from him for ten years since then. What has happened?"

Dear Mark,

Hello, this is Ken. Do you remember me? I am giving you another letter and a picture. The letter was written to you by yourself ten years ago. Do you remember Jiro, Keiko, you and I wrote letters to *ourselves to read ten years later? Last week the three of us enjoyed reading them. We talked about you and decided to send your letter and our picture to you.

Now I want to write to you about us. I teach English in a high school. Thanks to you, I became very interested in English and studied it hard to be a teacher. I like teaching English. Jiro works as a barber. He enjoys talking with people while he is working. Keiko is a nurse. She says that her job is hard but a lot of fun. I hope you will write me Soon.

Your friend,
Ken

Mark saw the picture. His friends looked very happy. "They enjoy their jobs," Mark thought. He was glad to read the letter and see the picture, but he felt a little sad. "If someone takes my picture now, how do I look?" Mark asked *himself.

Then Mark read the other letter.

Dear Mark,

Hi! How's everything? Did you *realize your dream? Of course you did. I'm sure you are working as a car mechanic. You must be great at your job, and can *repair all *types of cars. You must know about the *engines of all the nice and new cars. What types of cars are popular now?

Mark

"When I started my job, I had to learn many things. For example, I needed to know about new *technologies. It was very difficult to repair cars well," Mark thought. Soon Mark found that he was doing his favorite job. "Now I remember something important. People's smiling faces made me happy when I finished repairing their cars. I *was proud of my job," he thought. He remembered he liked his job. He thanked Ken for sending the nice presents.

注 mechanic 整備士 was tired of ～ ～に飽きていた ourselves 私たち自身
himself 彼自身 realize ～ ～を実現する repair ～ ～を修理する types 型
engines エンジン technologies 科学技術 was proud of ～ ～を誇りに思っていた

問1 本文の内容に合うように、次の と に入る最も適当な英語をそれぞれ書きなさい。数字も英語で書きなさい。

When Mark was years old, he got a letter from Ken for the time after his stay in Japan.

問2 Jiro と Keiko はそれぞれどのような仕事をしている人ですか。ア～エの中から一つずつ選びなさい。

- ア a person who cuts men's hair
- イ a person who repairs cars
- ウ a person who gives classes to students
- エ a person who takes care of sick or injured people

問3 下線部について、Mark がそのように感じたのはなぜですか。その理由を 35 字程度の日本語でまとめなさい。

問4 本文の内容に合っているものを、ア～エの中から一つ選びなさい。

- ア Mark remembered who Ken was because Mark saw the picture of Ken, Jiro and Keiko.
- イ Mark's dream was to be a great car mechanic when he wrote a letter to himself in Japan.
- ウ Mark wanted to know about new technologies in cars by studying them in Japan.
- エ Thanks to the letters from Ken, Mark could know what types of cars were popular in Japan.

問5 次の Question に英語で答えなさい。ただし答えは Answer の後の英語に続けて書きなさい。

Question : Why did Mark feel happy after repairing cars?

Answer : Because he _____.

◆ 解答用紙 ◆

問1	A		B	
問2	Jiro		Keiko	
問3				
			30	35
			40	
問4				
問5	Because he _____.			

◆ 解答 ◆

問1	A	twenty-five	B	first
問2	Jiro	ア	Keiko	エ
問3	日 本 に い る 友 だ ち は 仕 事 を			
	楽 し ん で い る の に , 自 分 は			
	楽 し ん で い な い か ら 。 35			
		40		
問4	イ			
問5	(Because he) could see people's smiling faces			

◆ 解説 ◆

- 問1 A 本文第2段落第3文と第5文から考える。
 B for the first time = 「はじめて」 本文第2段落第5文の内容から考える。
- 問2 Ken の手紙の本文第2段落第5文と第7文参照。
- 問3 Ken の手紙のあとに続いている本文の、第2・3・5文から考える。また、本文第1段落最終文より、Mark が仕事を楽しんでいないことがわかる。
- 問4 イ 「日本で自分自身に手紙を書いたとき、Mark の夢は立派な車の整備士になることでした」 Mark の手紙の本文第3～6文参照。
- 問5 Question は「どうして Mark は車を修理したあとで幸せを感じたのですか」。本文最終段落第6文参照。
 <make+(人)+形容詞>= 「(人) を～にする」

◆ 問題 ◆ 20 - 4 - 11

下の英文を読んで、次のページの問1～問4の問いに答えなさい。

(茨城県 2008年度)

Do you have a dream?

My name is Maki. I am a junior high school student. I live with my *grandfather. I like him very much. He is a *barber, and he works at home. He is always very busy, but he likes his job. I want to be a person like him.

When I was ten, my grandfather got sick and *went to the hospital. It was a big hospital. I worried about him very much. I wanted to see him, but my mother said to me, "We cannot see him now. I hope he will be better soon. We will see him then." I was very sad.

Two weeks later, I went to see him with my parents. When I opened the door of his room, he gave us a nice smile. He said to us, "This is the first time for me to *see a doctor. My doctor tells me to stay in bed for a few more days." I told my grandfather, "You worked too hard last month."

The next Tuesday, I visited my grandfather again after school. A woman came into the room when I was talking with him. She was his doctor. After she said something to him, she smiled and said to me, "You are Maki, right? Your grandfather always talks about you. Your visits make him better. Your grandfather is all right now." And then she left the room. My grandfather said to me, "She always helps and *encourages me. Maki, I hope you will be a doctor and *save a lot of lives." I was very impressed by his words.

The next morning, his doctor came to his room. I said to her, "Thank you very much for everything. I want to be a doctor like you. I will study harder." She said, "Oh, good. Studying is important, but doing other activities is important, too. I worked as a volunteer at a hospital when I was a student. Why don't you try?

Her words made me happy. My grandfather left the hospital that day. Now I am studying very hard and working with a volunteer group to *reach my goal.

grandfather	祖父	barber	理容師	went to the hospital	入院した
see a doctor	医者にみてもらう	encourage(s)	～を勇気づける		
save	～を救う	reach my goal	目標を達成する		

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 Maki's grandfather likes his job because he is very busy.
- イ When Maki was ten, she didn't like her grandfather.
- ウ Maki's grandfather went to the hospital, but she could not see him that day.
- エ Maki went to see her parents and her grandfather in the hospital.
- オ When the doctor met Maki for the first time, she didn't know about Maki.
- カ The doctor believes Maki's visits make her grandfather better.
- キ Maki's grandfather's words in the hospital were important to her.
- ク Volunteers are important, so Maki has decided to be a doctor.

問2 次の①, ②の質問にそれぞれ英語で答えなさい。

- ① Maki's grandfather left the hospital. What day of the week was it?
- ② What did Maki's grandfather want her to be?

問3 本文中の下線部に対して、the doctor はどのようなことを助言したか、20字以上、30字以内の日本語で書きなさい。ただし、句読点は字数に含むものとする。

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

- ア You'll be a good doctor.
- イ You should study harder.
- ウ Be a kind barber.
- エ Ask your parents about it.

◆ 解答用紙 ◆

問1			
問2	①		
	②		
問3			
		20	30
問4			

◆ 解答 ◆

問1	ウ	カ	キ
問2	①	(It was) Wednesday.	
	②	He wanted her to be a doctor. または A doctor.	
問3	勉 強 す る こ と は 大 切 だ が , 他 の 活		
	動 を す る 20 と も 大 切 で あ る 。 30		
問4	ア		

◆ 解説 ◆

- 問1 ウ 第2段落第1文と第4文参照。
 カ 第4段落第6文参照。
 キ 第4段落最終2文参照。
- 問2 ① 第4段落第1文に Tuesday とあるので、第5段落第1文の The next morning は水曜日の朝になり、第5段落最終文の that day (その日) が水曜日であることがわかる。
 ② 「Maki のおじいさんは彼女に何になってもらいたかったですか」 <want+(人)+to ~>= 「(人) に～してもらいたい」 第4段落最後から2文目参照。
- 問3 第5段落第6文参照。

◆ 問題 ◆ 20 - 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 2008年度)

“Hello Yuria, you are my little sister from today! Nice to meet you.” I first wrote this in my diary. When I was twelve years old, Yuria came to my family. Yuria was a pretty dog, and she was two months old then. We were happy to live with Yuria, but she could live with us for only one year. She was going to leave my family to be a guide dog. It was a very short time, but it was also a very important time for Yuria. During this time, Yuria could learn to trust humans. Like us, many other families were doing this job as volunteers.

My little brother Hiroki was very happy and he always played with Yuria. Before, he always got up late, but he could get up early to go out for a walk with Yuria in the morning. Mother said, “Good girl, Yuria. You taught Hiroki how to get up early. I’m very happy!” Father didn’t talk much with us, but he talked to Yuria a lot. ①That was a funny thing for me. Our family enjoyed a happy life with Yuria. We always said to her, “Good girl, Yuria!”

On the last night with Yuria, Hiroki didn’t go to his room. He stayed with Yuria. I always wrote something in my diary in my room, ②but I didn’t do so on that night, because I wanted to stay with Yuria for a long time. So, Hiroki and I slept in the living room with Yuria.

After that, we lived with little dogs. Some of them became guide dogs like Yuria. We continued this work, because the dogs taught us many things. I didn’t want to forget them. So, when I began to live with a new dog, I always bought a new diary for each dog. It was also a record of my life.

Ten years passed. One day, Mother said to us, “Do you remember Yuria? I hear she is not a guide dog now. Maybe, we can live with her again!” I was very happy to hear that, but Father thought for a minute and said, “It is not a good idea and it won’t be happy work. Yuria is eleven years old now. She is very old. She will often get sick, and we will have to take care of her to the end. Can you do that?” I said, “Of course we can! Yuria gave us a warm heart and wonderful times. This time, [] happy days!” We talked a lot, and decided to live with her again. So, I bought a new diary.

“Hello Yuria, I’m your little sister from today!” I will write this in my diary later.

注 Yuria ユリア (犬の名前) diary 日記 guide dog 盲導犬 trust 信頼する human 人間
funny 面白い living room 居間 continue 続ける record 記録 end 最後
decide 決める

問1 下線部(1)の指す内容を日本語で書きなさい。

問2 下線部(2)について、その理由を日本語で書きなさい。

問3 []にはどのような英語が入るか。4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 Mother was happy that Hiroki learned to get up early.
- イ Mother bought a new diary when a new dog came to her house.
- ウ Hiroki learned a lot from Yuria but he didn’t like her.
- エ Hiroki always slept in the living room with Yuria.
- オ Father went out for a walk with Yuria in the morning.
- カ Father thought it was hard work to live with a very old dog.

◆ 解答用紙 ◆

問1			
問2			
問3			
問4			

◆ 解答 ◆

問1	(例) 父親が家族とはあまり話さないのに、ユリアにはよく話しかけていたこと。	
問2	(例) ユリアと長い時間一緒にいたかったから。	
問3	(例) we should (can/will) give her	
問4	ア	カ

◆ 解説 ◆

- 問1 That は直前の文の内容を受けている。
- 問2 直後の because 以下に書かれている。
- 問3 直前の文と This time (今度は) に着目して考える。
- 問4 ア 「お母さんはヒロキが早く起きるようになったのでうれしかった」 第2段落第4・5文参照。
 カ 「お父さんはとても年老いた犬と暮らすのは大変であると思いました」 第5段落第5～8文参照。

◆ 問題 ◆ 20 - 4 - 13

次の英文を読んで問1～問3の問いに答えなさい。

(栃木県 2008年度)

As you know, we have six kinds of coins in Japan. They are 1, 5, 10, 50, 100 and 500 yen coins. We see them almost every day, but can you remember their designs? Let's think about some coins. On 10 yen coins, there is a very famous building. On 100 yen coins, there are cherry blossoms. By the way, have you ever thought about what each design means? It is very interesting to study it because we can learn something about Japan.

Look at this picture. This is the design of the 5 yen coin. There are three things in it. We can see a rice plant. We can also see a gear around the hole. The last one is the most difficult. We can see the lines under the hole. Those lines are water. All three things were chosen for the design of the 5 yen coin in 1949.



What can we learn from these things? A rice plant means to grow rice. A gear means to make things in the factories. Water means to catch fish in the sea and rivers. These show the three jobs many people did in those days in Japan.

About 60 years have passed since this design was made. We still have these three jobs now, but more people have begun to use computers to do these jobs. They make the jobs easier.

If a new design of the 5 yen coin is made, what will it be?

注 coin 硬貨 almost ほとんど design デザイン cherry blossoms 桜 rice plant 稲
gear 歯車 factory 工場 in those days 当時

問1 下線部 it の指すものを本文中から英語4語で抜き出さなさい。

問2 次の 内が本文の内容に合うように (①), (②), (③) に適切な日本語を入れなさい。

五円硬貨に描かれている図柄は稲、歯車、(①) を表している。この三つは (②), 工場でものをつくること、海や川で魚をとることを意味している。それらは、約 60 年前の日本で (③) を示している。

問3 本文中の に、入れるものとして最も適切なものはどれか。

- ア we didn't need to do them. イ we only have old ways to do them.
ウ we have new ways to do them. エ we won't change the ways to do them.

◆ 解答用紙 ◆

問1			
問2	①		②
	③		
問3			

◆ 解答 ◆

問1	what each design means		
問2	①	(例) 水	② (例) 米を作ること
	③	(例) 多くの人々がしていた三つの仕事	
問3	ウ		

◆ 解説 ◆

- 問2 ① 第2段落第4, 5, 7, 8文参照。
② 第3段落第2文参照。
③ 第3段落最終文と第4段落第1文参照。
問3 ウ 「私たちにはそれらをする新しい方法があります」 直後の文で「より多くの人々はこれらの仕事をするのにコンピュータを使い始めました」と言っていることから考える。

◆ 問題 ◆ 20 - 4 - 14

次の英文は、Mitsuo のスピーチです。これを読んで、後の問1～問4の問いに答えなさい。

(群馬県 2008 年度)

One day, our school had a *cleanup activity. Our class cleaned the *road from the station to the school. I didn't think we needed to clean the road because I didn't see much *garbage when I came to school by bike. But when I started working, I found that I was wrong. I could not believe that there was so much garbage *along the road. When we finished cleaning the road, all of the garbage bags were *full.

When I came back home, I told my mother about the cleanup activity. I said, "I was very surprised to find there was so much garbage along the road. I don't know why I didn't see the garbage before." My mother said, "[A] If you try to look at things *carefully, you will *notice many different things." I agreed with my mother and tried to be more interested in garbage in our city. Then I noticed that there were some people who tried to clean our city, but there was still a lot of garbage in the park and along some roads. I was surprised again.

After that, I became more interested in things around me. So I began to read a *newspaper and the *city magazine more often than before. One day, I read an *article about a volunteer group which was doing good activities. I was very interested in the activities. I called the *office of the group and visited there on Saturday. At the office, Mr. Tanaka, one of the *members of the group, said to me, "Mitsuo, thank you for calling. [B] Why are you interested in our group?" I answered, "I read the article about your group in the city magazine. I hope there is something I can do with you." Mr. Tanaka said, "That's wonderful. We are now *collecting pencils and notebooks, and sending them to some foreign countries. There are a lot of children who need them. We feel very happy when we get letters from the children." Before I joined this group, I never thought that pencils and notebooks were needed so much. Now I sometimes go to the office and help to *pack the pencils and notebooks on Sunday.

From these *experiences, I've learned some important things. Now I think we can notice something new when we become more interested in things around us. Let's try to do something. If everyone tries to do so, we can make the world better.

注 cleanup activity 清掃活動 road 道 garbage ごみ along ～ ～沿いに
 full いっぱいの carefully 注意深く notice ～ ～に気づく newspaper 新聞
 city magazine 市の情報誌 article 記事 office 事務所 member メンバー
 collect 集める pack ～ ～を箱詰めする experience 経験

問1 本文中の [A] , [B] 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 There wasn't any garbage on the road.
- イ You didn't have much time to find it.
- ウ I think you weren't interested in it.
- エ You are going to do something difficult.
- オ I'm very glad to meet you.

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 Mitsuo know about the volunteer group from a newspaper?
- ② Why are the members of the volunteer group collecting pencils and notebooks?

問3 次の①, ②の問いに、日本語で答えなさい。

- ① Mitsuo は、清掃活動を始める前、なぜ道路清掃などやる必要がないと思っていたのか書きなさい。
- ② Mitsuo は、本文中の下線部のことを実現するにはどうすればよいと考えているか、書きなさい。

問4 次の英文は、Mitsuo のスピーチの要約です。本文の内容に合うように、次の [] 内のア～オの英文を並べかえて、記号で書きなさい。

Mituo cleaned the road for his school activity. He found a lot of garbage which he didn't notice before.

- ア He went to the office of the group because he wanted to do something with them.
- イ He became more interested in things around him after talking with his mother about it.
- ウ Now he sometimes helps to pack pencils and notebooks on Sunday.
- エ He told his mother about the cleanup activity when he came back home.
- オ One day, he found an interesting article about a volunteer group.

He learned what to do to make the world better from his experiences.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	A	ウ	B	オ
問2	①	No, he didn't.		
	②	Because they are sending them to children in some foreign countries.		
問3	①	自転車に通学するときには、あまりゴミが見あたらなかったから。		
	②	皆が身の回りの物事にもっと関心をもって何か新しいことに気づき、自分ができることをやってみる。		
問4	エ → イ → オ → ア → ウ			

◆ 解説 ◆

- 問1 A ウ 「それに関心がなかったのだと思います」 be interested in ~ =「～に興味[関心]がある」 直後の文に着目して考える。try to ~ = 「～しようとする」
 B オ 「あなたに会えてとてもうれしいです」
- 問2 ① 問いは「Mitsuoは新聞でボランティアグループについて知りましたか」。第3段落第9文参照。
 ② 問いは「ボランティアグループのメンバーたちは、どうして鉛筆やノートを集めているのですか」。第3段落第12・13文参照。
- 問3 ① 第1段落第3文参照。直前に、If everyone tries to do so (もしみんながそうしてみようとするれば)と言っているので、tries to do soの内容を答えればよいことがわかる。最終段落第2・3文参照。
- 問4 エ 「彼は帰宅したとき、母親に清掃活動について話しました」
 イ 「それについて母親と話してから、彼は自分の周りのものにより関心を持つようになりました」
 オ 「ある日、彼はボランティアグループについての興味深い記事を見つけました」
 ア 「彼は彼らと何かをしたかったので、そのグループの事務所へ行きました」
 ウ 「今では、彼は時々日曜日に、鉛筆やノートを箱詰めにするのを手伝っています」

◆ 問題 ◆ 20 - 4 - 15

work experience (職場体験) に関する次の英文を読んで、問1～問4に答えなさい。

(埼玉県 2008年度)

Yuko is a junior high school student. Last summer all the students in her class had work experience for five days. They worked at libraries, stations, schools, and so on. Yuko worked at Aoba Nursery School. She took care of three-year-old children. Before working she thought that the work at a nursery school was just to play with small children and very easy. But after she began to work, she found that she was wrong.

On the first day, Yuko tried to communicate with the children in the class. She saw a boy reading a picture book. She went to him and said, "Let's read the book together." He looked up at her, but didn't say anything. Soon he looked down and started to read the book again. Then she asked, "What are you reading? Is the book interesting?" He looked up at her again. This time she smiled to him. Suddenly he ran away from her. She was very shocked. "What did I do? Did I do something bad to him?"

It was time for lunch. The children in the class sat down and began to eat lunch. When they finished eating lunch, Yuko was very shocked to see the room. There was food and milk everywhere. The children did it because they couldn't eat and drink very well. She had to clean the room. She was very tired.

On the next day, when Yuko was playing with the children in the room, a boy tried to get a book from a girl's hand. The girl pushed the boy and said, "No. Stop it!" The boy began to cry. Yuko ran to the girl and said, "Don't do that! It is very dangerous." Then the girl also began to cry. Yuko didn't know what to do.

When Yuko was in trouble, the teachers at the nursery school always helped her. A teacher said, "Because small children can't communicate well with others like us, teachers have to watch them carefully and try to understand what they are thinking and what they want to do." She also said, "The work at a nursery school is very difficult, but I love this work because the children give me a lot of energy."

On the last day, when Yuko was cleaning the room, a boy came to her and said, "Please read this book to me, Yuko-sensei." She was very happy because he was the boy who ran away from her on the first day. She said to him, "Of course! Let's read together."

When Yuko finished the five days, she felt that working at Aoba Nursery School was really a good experience for her. The work was very difficult, but the teachers and the children there taught her a lot of things, and they gave her a lot of energy too. Now she is studying very hard to become a nursery school teacher in the future.

注	～and so on ～など	Nursery School 保育園
	communicate 気持ちを伝え合う	shocked ショックを受けて
	everywhere いたるところに	pushed～ ～を押した
	dangerous 危険な	in trouble 困って
	energy 力, エネルギー	experience 経験

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) On the first day at Aoba Nursery School,
 ア Yuko and a boy read a picture book together.
 イ Yuko and a boy cleaned the room together.
 ウ Yuko tried to clean the room, but she couldn't.
 エ Yuko tried to read a picture book with a boy, but she couldn't.
- (2) After lunch Yuko was very shocked because
 ア she found the children crying in the room.
 イ she had to play with the children.
 ウ she had to read a lot of picture books.
 エ she found food and milk everywhere in the room.

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 at the nursery school always do when Yuko was in trouble?

問3 保育園での最終日、Yuko にとってとてもうれしかったできごととは何ですか。具体的に日本語で書きなさい。

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。

Before working at the nursery school, Yuko thought that (1) with the children was the only work there. But after she began to work at Aoba Nursery School, she found that the work there was very (2) because the teachers had to do a lot of things to take care of the children.

She (3) a lot of things from the work experience there and now her (4) is to become a nursery school teacher.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(1)	エ
	(2)	エ
問2	They helped her.	
問3	最初の日彼女から走り去った子が、彼女に本を読んでと言ったこと。	
問4 (例)	(1)	playing
	(2)	difficult
	(3)	learned
	(4)	dream

◆ 解説 ◆

- 問1 (1) 「Yuko は少年と一緒に絵本を読もうとしましたが、できませんでした」 第2段落参照。
 (2) 「部屋のいたるところで食べものや牛乳を目にしました」 第3段落第3・4文参照。
- 問2 質問は「Yuko が困ったとき保育園の先生たちはいつもどうしましたか」。第5段落第1文参照。
- 問3 第6段落第1・2文の内容をまとめればよい。
- 問4 (全訳) 保育園で働く前は、Yuko は子どもたちと(1)遊ぶことがそこでの唯一の仕事であると思っていました。しかし Aoba 保育園で働き始めてからは、先生たちは子どもたちを世話するためにたくさんのことをしなければならぬので、そこでの仕事が(2)難しいことがわかりました。彼女はそこでの職業体験から多くのことを(3)学び、今では彼女の(4)夢は保育園の先生になることです。
- (1) 第1段落第6文参照。
 (2) 第1段落第6・7文、第7段落第2文参照。
 (3) 第7段落第1文参照。
 (4) 第7段落最終文参照。

◆ 問題 ◆ 20 - 4 - 16

次の文章を読んで、それぞれの問いに答えなさい。

(千葉県 2008 年度)

One day, one of the students in my new class spoke to me for the first time. "I read your poem in English class yesterday, Kevin. I like it very much." "Thanks ...," I said. "I've always felt the same as you, but I didn't know how to express my feeling. I wanted to say that you expressed it perfectly in your poem," she said. I was glad to hear that and asked, "Do you want to read other poems I wrote, Ellen?" Since that day, we have talked about poems a lot. And now we are good friends.

注 poem 詩 the same as と同じように express ～を表現する
my feeling 私の感じたこと perfectly 完璧に

① 本文の内容に関する次の質問に、英語で答えなさい。

How did Kevin feel when he heard Ellen's words?

② この文章は、何について書かれていますか。次のア～エのうちから最も適当なものを一つ選び、その符号を書きなさい。

- ア ケビン (Kevin) が初めて詩を書いたいきさつ
- イ エレン (Ellen) が完璧な詩を完成したいいきさつ
- ウ ケビンとエレンが詩をとおして仲良くなったいきさつ
- エ ケビンとエレンが詩をとおして仲直りしたいいきさつ

◆ 解答用紙 ◆

①	
②	

◆ 解答 ◆

①	(解答例1) He was glad (to hear that). (解答例2) He felt glad and he wanted her to read his other poems.
②	ウ

◆ 解説 ◆

① 質問は「ケビンはエレンの言葉を聞いたとき、どのように感じましたか」。最後から4文目参照。

◆ 問題 ◆ 20 - 4 - 17

次の文章を読んで、それぞれの問いに答えなさい。

(千葉県 2008 年度)

Karen is from America and teaches English in Japan. She likes traditional Japanese things. Now she is interested in furoshiki, Japanese wrapping cloths. They have a lot of colors and patterns. There are also many sizes of Japanese wrapping cloths. They can be folded small, so Karen always has a Japanese wrapping cloth with her. When she goes shopping, she uses it as a bag. So she doesn't use any plastic bags. At school, she often uses the wrapping cloth to carry her books to her classes. It is also used as a scarf, a wall hanging, and a tablecloth. So Karen thinks it is like a "magic cloth."

注 traditional 伝統的な furoshiki, a Japanese wrapping cloth ふろしき pattern 模様, 柄
size サイズ can be folded small 小さくたためる plastic bag ビニール (ビニル) 袋
scarf スカーフ wall hanging 壁掛け table cloth テーブルクロス magic cloth 魔法の布

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 Karen is an American teacher who teaches the Japanese language.
- イ Karen usually carries a lot of Japanese wrapping cloths in her bag.
- ウ Karen always uses plastic bags in stores.
- エ Karen uses a Japanese wrapping cloth at her school.

② 本文の内容に合うように、次の英文の () の中に入る最も適当なものを下のア～エのうちから一つ選び、その符号を書きなさい。

Karen thinks a Japanese wrapping cloth is like a "magic cloth" because ().

- ア it is a traditional Japanese thing
- イ it is her favorite color
- ウ it is used in different ways
- エ it is made in Japan

◆ 解答用紙 ◆

①		②	
---	--	---	--

◆ 解答 ◆

①	エ	②	ウ
---	---	---	---

◆ 解説 ◆

- ① エ 「カレンは学校でふろしきを使います」 最後から3文目参照。
- ② 「カレンはふろしきがいろいろな方法で使われるので、『魔法の布』のようだと思っています」

◆ 問題 ◆ 20 - 4 - 18

次の文章は、高校生の誠 (Makoto) と、誠の家に滞在しているアメリカ人留学生のジョン (John) が、スポーツについて話をしている場面を表しています。この文章とグラフ (Graph A, B) を読んで、あとの問1～問5の問いに答えなさい。

(千葉県 2008 年度)

One Saturday evening, John and Makoto were watching a soccer game on TV.

“Makoto, is soccer as (①) as baseball in Japan?”

“No. Most of us still like baseball better than soccer.”

“Really? A lot of people around us talk about soccer as often as baseball.”

“All right. I know a good sports website.”

They went to Makoto's room. Makoto showed John the website about professional sports in Japan.

The website asked people, “What professional sports do you like?” The answers in 2002 and 2007 are shown on Graph A. From the graph, John understood the popularity of each sport. About 50 percent of people answered baseball in 2007. That is down from 60 percent in 2002. Soccer comes next in 2007. The percentage of people who answered soccer has not changed much since 2002.

“Makoto, you're right. (A) By the way, I like car racing, so I'm a little sad to see that it's not very popular in Japan.”

“Car racing comes after boxing, but it's more popular than wrestling.”

“Makoto, I thought sumo was the number one sport in Japan (②) I looked at this graph.”

“Well, it's popular, but the percentage is getting lower. Golf is getting more popular than before. And golf's popularity is getting nearer to sumo's popularity. Golf and sumo are both more popular than car racing. Sorry, John.”

“I understand. Well, look at Graph B, Makoto. It shows the popularity of sumo and soccer by age in 2007. The line for sumo is interesting. For people who are 60 and people who are older than 60, sumo's popularity is high. But it's low for people in their 20s, 30s, 40s and 50s.”

“Yes. Sumo is very popular among older people.”

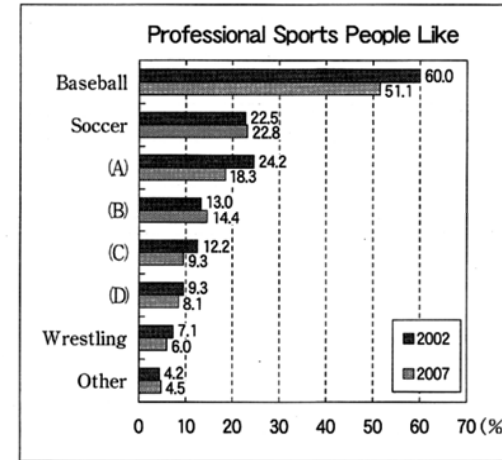
“Now I understand why young people around me don't talk about sumo so often.”

“Look at soccer on Graph B. It's very popular among people in their 20s but not so popular among people who are 60 and people who are older than 60.”

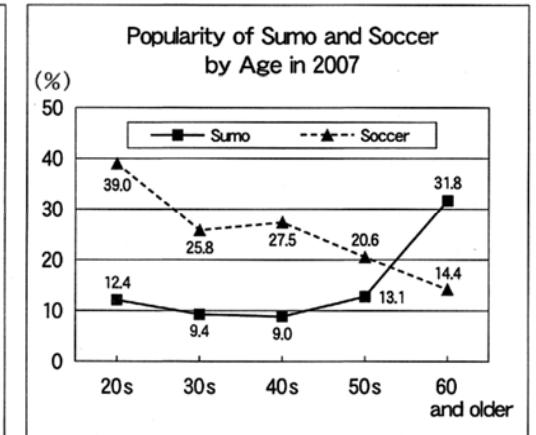
“That's right. Thank you, Makoto. Let's go back watch the soccer game.”

注 website ウェブサイト, ホームページ professional sport プロスポーツ popularity 人気
percent パーセント percentage 割合, 率 car racing カーレース boxing ボクシング
wrestling レスリング be getting lower 下がってきている by age 年齢別に, 年齢別の
line 線 people in their 20s 20歳代の人々

Graph A



Graph B



(注) 60 and older 60歳以上の人々

問1 本文の内容に合うように、(①), (②) の中に入る最も適当なものを次のア～エのうちからそれぞれ一つずつ選び、その符号を書きなさい。

- ① ア easy イ fast ウ favorite エ popular
② ア before イ because ウ after エ that

問2 本文の内容に合うように、(A) の中に入る最も適当な英文を次のア～エのうちから一つ選び、その符号を書きなさい。

- ア Baseball is more popular than soccer in Japan.
イ Soccer is more popular than baseball in Japan.
ウ Baseball is getting more popular in Japan.
エ Soccer is the most popular sport in Japan.

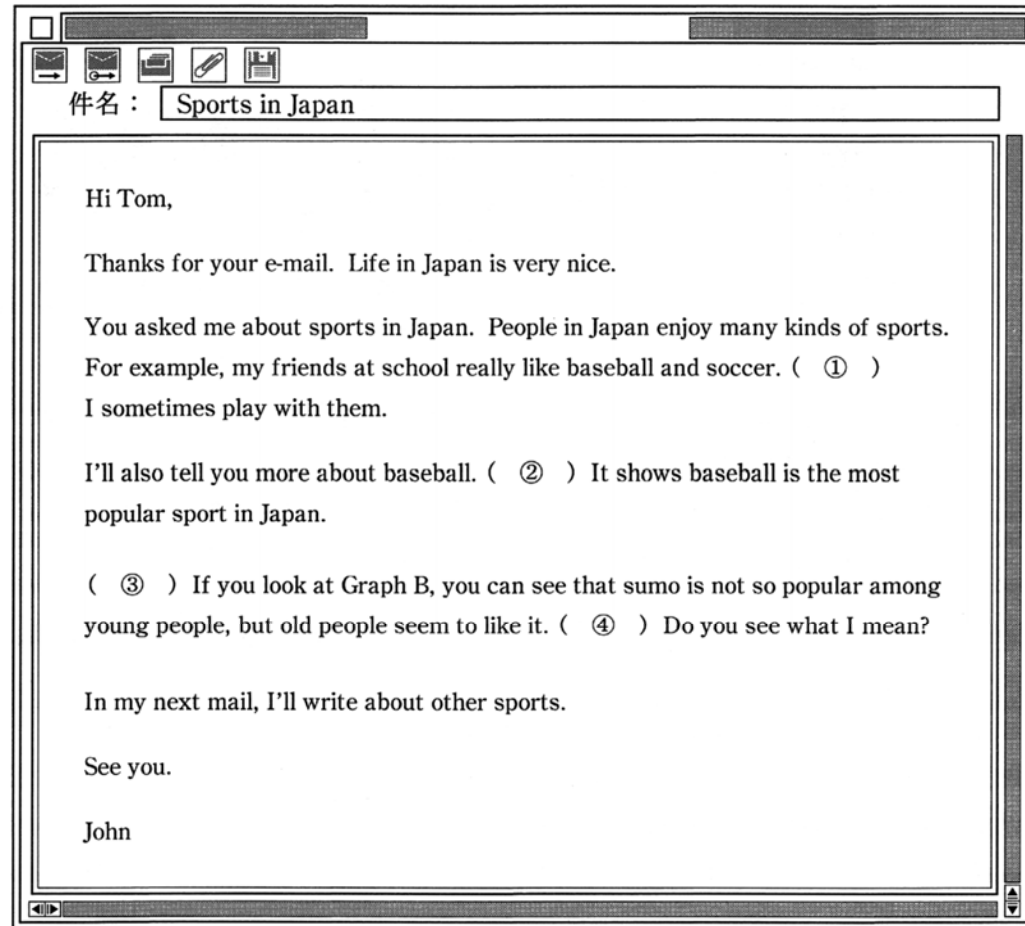
問3 Graph A の(A) (B) (C)に入る最も適当なものの組合せを、次のア～エのうちから一つ選び、その符号を書きなさい。

- ア (A) Boxing (B) Car racing (C) Sumo
イ (A) Sumo (B) Boxing (C) Car racing
ウ (A) Boxing (B) Golf (C) Sumo
エ (A) Sumo (B) Golf (C) Boxing

問4 本文とグラフ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 John is happy because car racing is very popular in Japan.
イ Soccer is more popular than sumo among people in their 40s.
ウ Makoto was watching TV when John asked him to play soccer together.
エ Each sport on Graph A was more popular in 2002 than in 2007.

問5 次の文章は、ジョンが誠と一緒に調べたことについて、アメリカにいる友達のトム (Tom) にグラフ (Graph A, B) と一緒に送った電子メールです。文中の (①) ~ (④) の中に入る最も適当な英文を、下のア~カのうちからそれぞれ一つずつ選び、その符号を書きなさい。



注 seem to ~のようだ

- ア The graph also shows that soccer is popular among people in their 20s.
- イ You asked me about golf.
- ウ They often play these sports after school.
- エ The graph also shows people's favorite sport players.
- オ You wanted to know about sumo.
- カ Look at baseball on Graph A.

◆ 解答用紙 ◆

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

◆ 解答 ◆

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

◆ 解説 ◆

- 問1 ② グラフAで相撲が一番人気ではないことから考える。
- 問2 第6段落第5文から、ジョンはグラフAの内容を理解しているので、グラフAの内容に合うものを選ぶ。
- 問3 第10段落第2文から、(B)がGolfであることがわかる。次に第10段落第3文から、(A)がSumoであることがわかる。最後に第8段落から、(C)がBoxingであることがわかる。
- 問4 イ 「40代の人々の間では、相撲よりもサッカーのほうが人気があります」 グラフB参照。
- 問5 ② 直後の文からグラフAについて述べた文であることがわかる。
④ アのThe graphは、あとに続く内容から、グラフBであることがわかる。

◆ 問題 ◆ 20 - 4 - 19

次の文章は、英語の授業で Naoko が行ったスピーチの内容です。

(東京都 2008 年度)

I want to study about flowers. They are small, but they are important to people. For example, we often give flowers as presents. We often bring flowers when people are in the hospital. Through flowers, we can show people our love.

When I was a little child, my father and mother often took me to the mountains. My father usually didn't talk much, but in the mountains, he was different. When he was walking with me, he taught me many things about flowers. His stories about them were very interesting, and I asked him many questions about them. We enjoyed talking. My mother looked very happy then.

My father sometimes *picked small flowers which grew in our garden and made *pressed flowers. Later, he gave them to me. One day my mother *whispered to me, "When your father was young, he often gave me pressed flowers. He didn't talk much, but I understood his feelings through the flowers. I felt very happy." Flowers have been very special for me since I was a little child.



注 pick 摘む pressed flower 押し花 whisper ささやく

- (1) Naoko 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 Naoko's father talked much when he was in the mountains.
 - イ Naoko likes flowers, so she often gives them to people she loves.
 - ウ Naoko's family often go to the mountains to study about flowers.
 - エ Flowers have been special for Naoko, and she wants to study about them.
- (2) 将来取り組んでみたいことについて、英語の授業でスピーチをすることになりました。あなたが将来取り組んでみたいことを一つとりあげ、それをとりあげた理由などを含めて、三つの英語の文で書き表しなさい。

◆ 解答用紙 ◆

(1)	
(2)	

◆ 解答 ◆

(1)	エ
(2)	省略

◆ 解説 ◆

- (1) スピーチの最初と最後の文に述べられている。
- (2) 英文は3つなので、簡潔にまとめる。最初に取り組んでみたいことを述べ、そのあとに理由や取り組み方などを述べるとよい。難しい英文を書く必要はないので、スペルの間違いなどをしないように気をつけて、落ち着いて書こう。

◆ 問題 ◆ 20 - 4 - 20

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 2008 年度)

Fred became a member of a baseball team for little boys when he was seven. He practiced on a *field near a river. He enjoyed baseball with his *teammates.

When he became a junior high school student, he joined the baseball club. One summer day the *manager said to him, "Fred, *pitch to me." Fred did that. The manager said, "Nice pitching! You'll be a good pitcher." Fred was very glad. He became a pitcher.

It was fun for him to pitch in games. When he pitched, his team won. But things were getting bad. He began to think the team was winning *only because of him. He *lost his temper when his teammates *made errors. He always tried to get *strikeouts, but often *failed. His teammates didn't feel good. The team began to lose games. The manager said, "Remember, Fred. You're not just a pitcher. You're one of the team." The manager stopped using him.

One day Fred was sitting by the river and *was deep in thought. Then he heard a *voice. Someone was singing. He looked around. A girl was playing the guitar and singing. He spoke to her, "Hi, I'm Fred. That was a nice song." She said, "Thank you. I'm Jane. I wrote it. What are you doing here?" He said, "I loved baseball. But now it's not fun." He told her his story about baseball. She said, "Listen, Fred. I love singing. I write songs and visit a hospital to sing for people. They *look forward to my visits. When I'm with them, they look happy. I'm happy, too." He felt something warm in his heart. He wanted to be like her and told that to her. She said, "I think you can. Look, those little boys are playing baseball on the field over there. How about teaching them? They'll be glad." He said, "Will they? OK, I will."

He walked to the field and asked a little boy, "Can I join you?" The boy smiled and answered, "Sure!" Fred taught the boys how to throw, catch, and hit balls. Each boy was enjoying baseball. He thought, "They're *sharing a good time. I was like them when I was little." In the evening, a boy smiled and said to him, "We had a very good time today. Please come to teach us again." He looked around. Everyone was smiling. He said to the boys, "I had a very good time, too. See you." Then he left the field.

That night Fred remembered Jane's words and thought, "Doing favorite things can make people happy." And then he thought about the boys. He thought, "They shared a very good time together through baseball. Now I understand what the manager meant."

The next day he said to his teammates, "I'm so sorry. I was *selfish. I want to enjoy baseball with you. I'll try my best to pitch well." The manager smiled and listened. After that Fred practiced very hard with his teammates. They began to *accept him.

The manager gave Fred a chance to pitch in a game again. The little boys came to watch him. He tried his best for everyone. He pitched through the game and his team won. Everyone was glad and

注	field 野球場	teammate チームメート	manager 監督	pitch 投球する
	only because of ~ ~だけで	lost his temper 腹を立てた	make errors エラーをする	
	strikeout 三振	fail 失敗する	be deep in thought 物思いにふける	voice 声
	look forward to ~ ~を楽しみに待つ	share 共有する	selfish 自分勝手な	
	accept 受け入れる			

問1 But things were getting bad. とあるが、この内容を、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。

, and then the manager stopped using him.

- ア Fred became selfish, the team began to lose games
- イ Fred's teammates became selfish, he didn't feel good
- ウ Fred pitched well, his teammates didn't make any errors
- エ Fred's teammates felt the team was winning only because of him

問2 次のア～エの文を、本文の内容の流れにそって並べ、順に記号を書け。

- ア Fred said sorry to his teammates.
- イ Fred told Jane his story about baseball.
- ウ Fred wanted to be like Jane and told that to her.
- エ Fred joined the little boys and taught them how to play baseball.

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

(1) One summer day , and that made Fred very glad.

- ア Fred's teammates asked him to be a pitcher
- イ the manager told Fred to join the baseball club
- ウ the manager said that Fred would be a good pitcher
- エ Fred's teammates asked the manager to pitch in front of them

(2) Fred said to his teammates that he would .

- ア leave the field alone
- イ try his best to pitch well
- ウ make people in the hospital happy
- エ practice hard to stop making errors

(3) When Fred pitched in a game and won again, he .

- ア found he was just a pitcher in the baseball club
- イ began to know why his teammates didn't accept him
- ウ understood why the manager didn't use him as a pitcher
- エ felt that sharing a good time with people around him was wonderful

問4 次の質問に英語で答えよ。

- (1) Where did Fred meet Jane for the first time?
- (2) What did Fred think when he remembered Jane's words that night?

◆ 解答用紙 ◆

問1	
問2	
問3	(1)
	(2)
	(3)
問4	(1)
	(2)

◆ 解答 ◆

問1	ア	
問2	イ → ウ → エ → ア	
問3	(1)	ウ
	(2)	イ
	(3)	エ
問4	(1)	He met her by the river.
	(2)	He thought, "Doing favorite things can make people happy."

◆ 解説 ◆

問1 第3段落第4～8文参照。

問2 ア 「Fredはチームメートに謝りました」 第7段落第1文参照。

イ 「FredはJaneに野球についての自分の話をしました」 第4段落第14文参照。

ウ 「FredはJaneのようになりたいと思い、それを彼女に話しました」 第4段落第22文参照。

エ 「Fredは少年たちの仲間に入り、彼らに野球の仕方を教えました」 how to ～＝「～の仕方」 第5段落第1～3文参照。

問3 (1) 「監督はFredがよいピッチャーになるだろうと言いました」 第2段落第5文参照。

(2) 「うまく投げられるようにベストを尽くしてみる」 第7段落第4文参照。

(3) 「自分のまわりの人々と楽しい時間を共有することはすばらしいと感じました」 第8段落第7文参照。

問4 (1) 質問は「Fredが初めてJaneに会ったのはどこでしたか」。 for the first time＝「初めて」 第4段落第1～5文参照。

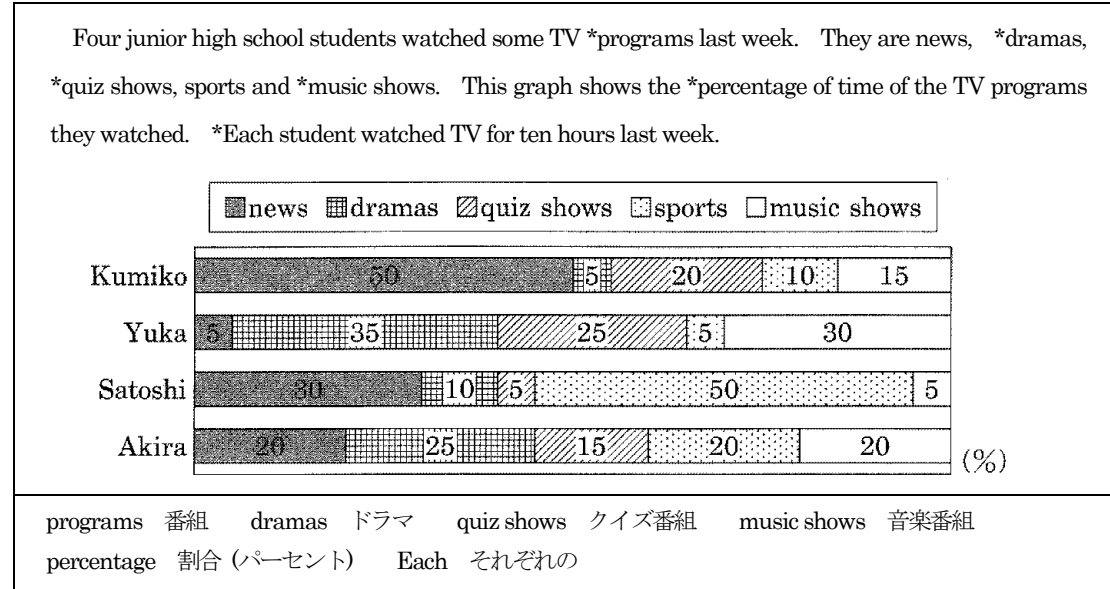
(2) 質問は「その夜Janeの言葉を思い出したとき、Fredは何を考えましたか」。 第6段落第1文参照。
 <make+(人)+形容詞>で「(人)を～にする」という意味を表わす。

◆ 問題 ◆ 20 - 4 - 21

次の問1～問5の英文, グラフ (graph) について, それぞれあとの Question や質問の答えとして最も適するものを, 問1～問4は1～4の中から, 問5は1～6の中から一つずつ選び, その番号を書きなさい。

(神奈川県 2008 年度)

問1



Question: What can we say from the graph?

1. Kumiko watched music shows for the shortest time of the four students.
2. Yuka watched dramas as long as Akira.
3. Satoshi watched news for the longest time of the four students.
4. Akira watched sports longer than Kumiko.

問2

Kate stayed in Japan for a year and went back to her country, Australia. In Japan, she stayed with Yuki's family. Kate wrote a letter to Yuki from Australia.

Dear Yuki,

I had a good time with your family and learned a lot of things about Japan. The *yukata your mother made for me is my *treasure. My town in Australia is a beautiful place with a lot of *nature. I hope I will see you here next year.

Your friend,
Kate

yukata 浴衣 treasure 宝物 nature 自然

Question: What can we say from Kate's letter?

1. Kate wants to see Yuki in Australia next year.
2. Kate is going to come back to Japan next year.
3. Yuki's mother taught Kate how to make yukata.
4. Yuki's town is a beautiful place with a lot of nature.

問3

Masato usually goes swimming on Tuesdays and Thursdays. Last month, he went swimming only on Thursday in the first week. He went swimming on Tuesdays and Thursdays in the *second and the *third weeks. He didn't have much time in the *fourth week and went swimming only on Tuesday. In the *fifth week, he didn't go swimming because he had a cold.

second 2 番めの third 3 番めの fourth 4 番めの fifth 5 番めの

Question: How many times did Masato go swimming last month?

1. Four times.
2. Five times.
3. Six times.
4. Seven times.

問4

Becky is a high school student. This is her way to go to school. She walks for ten minutes from her house to Yamayuri Station and takes *the Kita Line for five minutes. She has to change trains to the Higashi Line at Kamome Station. She waits for the train for five minutes at Kamome Station. She rides the train for fifteen minutes and gets off at Minato Station. Her high school is five minutes from Minato Station. She usually gets to school at 8:20.

the~Line (電車の) ~線

Question: What time does Becky usually leave home to go to school?

1. 7:00.
2. 7:20.
3. 7:40.
4. 8:00.

問5

I went to Kyoto last month. I visited many *temples there. The temple I liked the best was Kinkaku-ji. () But I *was able to answer him. I was very happy.
temples 寺 was able to～ ～することができた

質問：英文中の () の中に次のA～Cの三つの文を入れるとき、A～Cを並べる順番として最も適するものはどれか。

- A. I was surprised because he suddenly talked to me in English.
- B. One of them asked me about Kinkaku-ji.
- C. When I went there, I saw many foreign people who were taking pictures.

- 1. A→B→C 2. A→C→B 3. B→A→C
- 4. B→C→A 5. C→A→B 6. C→B→A

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 解答 ◆

問1	4
問2	1
問3	3
問4	3
問5	6

◆ 解説 ◆

- 問1 4 「AkiraはKumikoより長くスポーツを見ました」 スポーツの割合を見るとAkiraは20%でKumikoは10%なのでグラフと一致する。
- 問2 Kateの手紙の最終文参照。第1段落よりhereはAustraliaだとわかる。
- 問3 Questionは「先月Masatoは何回泳ぎに行きましたか」 第1週に1回、第2週と第3週に2回ずつ、そして第4週に1回なのでその数を合計すると6回になる。
- 問4 Questionは「Beckyはいつも学校へ行くのに何時に家を出ますか」 家からYamayuri駅まで歩いて10分。電車で5分乗ってKamome駅に着き、そこで5分待って電車を乗り換え、15分でMinato駅に着き降りる。Minato駅から学校までが5分なので、所要時間は40分。8時20分に学校に着くことから、家を出る時間は7時40分になる。
- 問5 BのthemはCのmany foreign peopleを受け、AのheはBのOne of themを受ける。

◆ 問題 ◆ 20 - 4 - 22

次の英文を読んで、あとの問1～問7の問いに答えなさい。

(新潟県 2008 年度)

Have you ever cleaned the toilet in your house? Some people don't want to clean toilets because they are usually dirty. But there are volunteers who clean the toilets in public places like parks and schools. Then, why do they A do such a volunteer activity? Among these people, there is a man who started cleaning toilets for his company. He is the president of the company.

About 50 years ago, the man started cleaning toilets for his company. He wanted all the workers of his company to do their best in their work. But some of the workers were tired and didn't feel happy, so their manners were (B). At first the man didn't know what to say to them. a

He knew that the office and the toilets in the company building were very dirty. Then he thought, "The workers will feel happy if they can work in a clean office." So he started to clean all the toilets in the company building under C this idea. Some of the workers were surprised and said, "Why is our president doing such a thing? He should do his work as president." But he still cleaned every day.

After a few months, some workers began to understand his idea. b They started to come early in the morning and helped him by cleaning all the toilets in the company building. Soon more workers started to help him. Finally all of the workers cleaned the toilets together.

Then, the man started cleaning the toilets in the public places near his company as a volunteer activity, and the people living near his company joined him. His volunteer activity made him very famous. c

One day the man and the members of his volunteer group were invited to a junior high school. They found that many of the toilets were dirty. Some of them were broken. The teachers really wanted to make their school a happy place for every student. d So the man and the members of his volunteer group said to the teachers, "Cleaning toilets is important for making this school a happy place." And they taught the teachers and the students how to clean the toilets. Both the teachers and the students worked hard together. After a year, (D). They became kind to each other. No toilets were broken again.

Why can people change just by cleaning toilets? The man says, "You can feel happy when you are in a (E) place. Cleaning toilets can make you kind because you can learn it is important to work together. Cleaning toilets can also make you strong because you need energy to finish something you start. So let's clean toilets for other people, and for yourself, too."

注 toilet トイレ dirty 汚れている public 公共の company 会社 president 社長
 worker 社員 do their best 最善を尽くす manners 態度 clean office きれいな事務所
 under～ ～に基づいて finally ついに member 仲間 broken 壊れている
 each other お互い energy 活力 yourself あなた自身

問1 下線部分Aはどのようなことをすることか、具体的に日本語で書きなさい。

問2 文中のB、E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 new | イ kind | ウ good | エ bad |
| E | ア sad | イ dirty | ウ clean | エ wrong |

問3 次の英文は、文中のa～dの のどこに入れるのが最も適当か。当てはまる符号を書きなさい。

People from many places also started to do the volunteer activity with him.

問4 下線部分Cはどのような考えか、具体的に日本語で書きなさい。

問5 文中のD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 the school became very clean, but the students didn't feel happy
- イ the school became very clean and the students felt happy
- ウ the school was still dirty, but the students felt happy
- エ the school was still dirty and the students didn't feel happy

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

- ア When the man started cleaning the toilets in the company building for the first time, all of the workers joined him.
- イ Many toilets of the junior high school were very clean when the man and his members were invited there.
- ウ The teachers and the students of the junior high school learned how to clean the toilets from the man and his members.
- エ The man stopped cleaning the toilets in the company building because his workers were surprised to see his activity.

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 What did the man want all his workers to do?
- ② Did the man clean the toilets in the public places near his company?
- ③ Why does the man say that we can become kind by cleaning toilets?

◆ 解答用紙 ◆

問1			
問2	B		E
問3			
問4			
問5			
問6			
問7	①		
	②		
	③		

◆ 解答 ◆

問1	公園や学校のような公共の場所のトイレを掃除すること。			
問2	B	エ	E	ウ
問3	c			
問4	きれいな事務所で働くことができれば、社員は幸せを感じるだろうという考え。			
問5	イ			
問6	ウ			
問7	①	He wanted them to do their best in their work.		
	②	Yes, he did.		
	③	Because we can learn it is important to work together.		

◆ 解説 ◆

- 問1 直前の文の clean 以下のことである。
- 問3 「多くの場所から来た人たちも、彼と一緒にボランティア活動を始めました」
- 問4 直前の文参照。
- 問5 直後の2文で、「彼らは互いに親切になり、二度とトイレが壊されることはなかった」と言っていることから考える。
- 問6 ア 「男の人が会社のビルのトイレを初めて掃除し始めたとき、すべての社員が彼に加わりました」 数ヶ月後に参加する人が現れ、社員全員が参加するのはさらにあと。第3段落第1・2文参照。
 イ 「男の人とその仲間たちが招待されたとき、中学校のトイレの多くはとてもきれいでした」 汚れていた。第5段落第2文参照。
 ウ 「中学校の先生と生徒たちは、男の人とその仲間たちからトイレの掃除の仕方を学びました」 第5段落最後から5文目参照。
 エ 「男の人は社員たちが彼の行動を見て驚いたので、会社のビルのトイレを掃除するのをやめました」 止めなかった。第2段落最終文参照。
- 問7 ① 質問は「男の人はすべての社員に何をしてもらいたかったですか」。第2段落第2文参照。
 ② 質問は「男の人は会社の近くの公共の場所のトイレを掃除しましたか」。第4段落第1文参照。
 ③ 質問は「なぜ男の人は、トイレを掃除することによって私たちが親切になれると言うのですか」。最終段落第3文参照。

◆ 問題 ◆ 20 - 4 - 23

真理 (Mari) さんのクラスでは、英語の授業で「大都市での暮らし (life in a big city) と富山での暮らし (life in Toyama) ではどちらがよいか」というテーマでディベートを行うことになりました。真理さんが書いた次の原稿を読んで、あとの問いに答えなさい。

(富山県 2008 年度)

1	I think life in Toyama is better than life in a big city. I'll tell you why.
2	First, we can enjoy good food. Toyama has the beautiful sea and many farms, so we can get a lot of fish, rice and *vegetables. We have a lot of snow on the mountains in winter, so we have (). Wonderful *nature gives us many things.
3	Second, we can *communicate with other people well in Toyama. I hear people in a big city don't usually talk to *each other, because they are too busy. But in my town, people talk to me a lot. When I go to school, they often say to me, "Good morning," or "Have a nice day." When I come back home, they say, "Did you have a good time at school?" I am happy to hear them.
4	Third, too many shops are not good for us. There are many interesting shops in Tokyo and people can enjoy shopping there. I think people who live there often go shopping, and *waste money and time. People in Toyama go shopping to buy things they really need. We don't have to waste money and time.
5	So I think life in Toyama is better than life in a big city.

注 vegetable 野菜 nature 自然 communicate with ～ ～とコミュニケーションをとる
each other お互い waste むだにする

- (1) ()に入る最も適切な語句を、次のア～エから1つ選んで記号で答えなさい。
- ア many books イ much snow ウ good water エ good music

(2) 真理さんは3と4の段落で、大都市での暮らしの問題点を指摘することによって富山の暮らしのよさが分かるように説明しています。富山の暮らしのよさを、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。

◆ 解答用紙 ◆

(1)		
(2)	3の段落	富山では
	4の段落	富山では

◆ 解答 ◆

(1)	ウ	
(2)	3の段落	富山では (コミュニケーションをとりやすい。／近所の人がよく声をかけてくれる。)
	4の段落	富山では (買い物に時間やお金を浪費しない。)

◆ 解説 ◆

- (1) 冬に山にたくさん雪が降ることで得られるものを考える。
 ② 3の段落 第1文と第3文で富山の暮らしのよさを述べている。
 4の段落 最後の2文で富山の暮らしのよさを述べている。

◆ 問題 ◆ 20 - 4 - 24

浩志 (Hiroshi) さんは、英語の授業で資料を使って「日本語と私 (Japanese language and myself)」というテーマでスピーチをすることにしました。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 2008 年度)

I'm going to talk about "Japanese language and myself."

Last fall I went to an *art museum to look at beautiful Japanese *characters. There I saw a lot of kana and kanji characters. I enjoyed seeing them, but there were a few kanji characters that I couldn't read. Look at ① this picture. This is one of them. I asked a man standing by me. "How should I read this one?" He answered, "It comes from its *shape. Do you know *hieroglyphics? Do you see an animal in it?" Then, I could read it. Can you read it? Don't you think it is interesting?

Do you know that our ALT, Bob studies Japanese every day? Last week I asked him, "What do you think about the Japanese language?" He answered, "I like listening to and speaking Japanese. I often use it in my life, so it's easy. But ア it is not easy for me to read and write Japanese. The Japanese language has different kinds of characters, kana and kanji. I can't use them well. I want to learn how to use them. I also feel it's very difficult to remember many kanji characters."

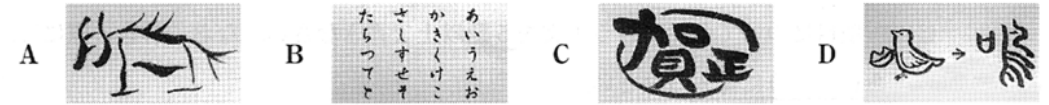
I said, "This is my *way to remember the English words and *sentences I use. I enjoy *2 minutes' talk with my friends in English class. At home I always write it in my notebook. Next morning I show it to my English teacher, and she *corrects my sentences and tells me about them. I read the sentences she has corrected in front of her. After that I write them again and again at home. Using English words and sentences in some *topics is a good way to remember them. Isn't it the same to use and remember kana and kanji?"

Then I showed him ① this picture. I told him about hieroglyphics and how to read and write it. ② The next picture helped him a lot. He found a mouth and a bird in it. He thought of the bird's *action with the mouth. He said, "It's interesting to know how kanji was made. Thank you for showing me some useful ways to learn Japanese."

I was very happy to help him. Now I have a dream. It is to be a Japanese language teacher to teach foreign people. The Japanese language is beautiful and interesting. Learning Japanese is not so difficult. I want to tell them about these things.

注 art museum 美術館 character 文字 shape 形 hieroglyphics 象形文字 way 方法
sentence 文 2 minutes' talk 2分間トーク (ある話題についてペアで2分間話す活動)
correct 直す topic 話題 action 行動

- (1) 浩志さんが下線部①, ②で使った資料は下の A, B, C, D のどれですか。最も適切な組み合わせを、次のア～エから1つ選んで記号で答えなさい。



- ア ①でA, ②でBを使用
イ ①でC, ②でDを使用
ウ ①でB, ②でCを使用
エ ①でA, ②でDを使用

- (2) ALT のボブ (Bob) 先生が下線部アのように感じているのはなぜですか。その理由を日本語で2つ書きなさい。

- (3) 授業中の2分間トークで使った英語を身に付けるために、浩志さんはどのような取り組みをしていますか。活動の順番と場所を表した次のア～エの表から最も適切なものを1つ選んで記号で答えなさい。

活動の順番		場所
1	聞く 話す	学校
2	書く	学校
3	読む	家
4	書く	家

活動の順番		場所
1	聞く 話す	学校
2	書く	家
3	読む	家
4	書く	家

活動の順番		場所
1	聞く 話す	学校
2	書く	家
3	読む	学校
4	書く	家

活動の順番		場所
1	聞く 話す	学校
2	書く	学校
3	読む	学校
4	書く	家

- (4) 本文の内容と合うものを、次のア～エから1つ選んで記号で答えなさい。

- ア Last fall Hiroshi went to an art museum to see a lot of pictures.
イ It's not difficult for Bob to listen to and speak Japanese.
ウ Bob always writes Japanese sentences he uses in his class.
エ Hiroshi was very happy to speak with Bob in Japanese.

- (5) 次の質問に英語で答えなさい。

What does Hiroshi want to be?

◆ 解答用紙 ◆

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

◆ 解答 ◆

(1)	エ		
(2)	・日本語には仮名と漢字があり、うまく使うことができないから。 ・たくさんの漢字を覚えることが難しいから。		
(3)	イ	(4)	イ
(5)	He wants to be a Japanese language teacher.など		

◆ 解説 ◆

- (1) ①は第2段落最後から4文より、Aであることがわかり、②は第5段落第4文よりDであることがわかる。
- (2) 第3段落第6・7・最終文参照。最終文は「私はまた、たくさんの漢字を覚えるのはとても難しいと感じます」という意味。It is ... to ~. = 「～することは…だ」
- (3) 第4段落第2～6文参照。
- (4) イ 「ボブ先生にとって、日本語を聞いて話すことは難しくありません」 第3段落第3・4文参照。
- (5) 質問は「浩志は何になりたいですか」 最終段落第2・3文参照。

◆ 問題 ◆ 20 - 4 - 25

次の文は、中学生の美紀 (Miki) さんが、「修学旅行 (school trip) の思い出」と題して、英語の授業で行ったスピーチの原稿です。これを読んで、あとの各問に答えなさい。

(石川県 2008 年度)

Hello, everyone. Today I'm going to talk about our school trip to Kyoto. On the first day we visited some places in a group. We went to Kiyomizu-dera and some souvenir shops. After that we had lunch. When I tried to pay, I found I didn't have my purse. I looked into my bag and then looked around the restaurant, but I couldn't find it. I didn't know what to do.

"Let's go back," a friend said. Everyone looked for my purse. While I was looking for it, I remembered my mother's words. "You'll have a lot of money, so you should keep your money in two purses. It will be safer." Then she gave me another purse. I always thought she treated me like a child. "I don't need it," I said. I took only one purse on the trip.

We looked for my purse for a long time, but we couldn't find it. So we called our teacher. He said, "Come back to the hotel." At the hotel restaurant I didn't want to eat dinner. Our teacher saw my sad face and said to me, "Are you OK? Don't worry too much about it."

Just then, a man came in and said to our teacher, "A student's purse was brought to the front desk." So I went there. "That's my purse!" I shouted. A clerk from one of the souvenir shops brought it to the hotel. I said, "Thank you very much," but wondered how he knew it was mine, so I asked him. When he was closing the shop, he found my purse and a small piece of paper in it. My name and the name of our school were written on it. He called the school and a teacher told him the name of our hotel. Do you know who put the paper in my purse?—My mother did!

I'll never forget people's kindness during this trip. My friends in the group tried to find my purse, so they couldn't go to Ginkaku-ji during the afternoon. The shop clerk was tired after work, but came to the hotel late in the evening. And now I know that my mother sometimes takes care of me so much because she loves me. Thank you.

注 in a group グループで Kiyomizu-dera 清水寺 souvenir おみやげ pay 支払う
 purse 財布 while ~ ~している間 safer より安全な treated 扱った
 front desk ホテルのフロント clerk 店員 wondered ~ ~かなと思った
 a small piece of paper 小さな紙切れ kindness 親切 Ginkaku-ji 銀閣寺

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: _____, "Let's go back," when Miki couldn't find her purse?
 B: One of her friends did.

(2) A: What did Miki's mother tell Miki to do?
 B: She told her _____.

(3) A: When did the clerk find Miki's purse?
 B: He found it _____.

問2 店員はどのようにして美紀さんのホテルを知りましたか。日本語で書きなさい。

問3 美紀さんは、お母さんの言動について、修学旅行前はいつもどのように思っていましたか。また、修学旅行後はどのように思えるようになりましたか。それぞれ述べていることを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 On the first day Miki's group went to Kiyomizu-dera, but couldn't go to Ginkaku-ji.
- イ Miki looked for her purse with her friends, but they couldn't find it. So she called her mother.
- ウ When Miki was having dinner, a man brought her purse to the hotel restaurant.
- エ Miki was so glad to see her purse at the hotel and couldn't say anything.
- オ Miki's mother put the small piece of paper in Miki's purse, but Miki didn't know it was there when she lost her purse.

問5 次の文は、美紀さんのスピーチを聞いた里美さんの感想です。里美さんの立場になり、下線部に3語以上の英語を書きなさい。

Thank you, Miki. I'm impressed to hear your speech, and I'm glad to know you thank us. You said, "I'll never forget people's kindness," but I know you are always very kind. For example, last month, I was happy when you _____.

◆ 解答用紙 ◆

問1	(1)		
	(2)		
	(3)		
問2			
問3	(修学旅行前)		
	(修学旅行後)		
問4			
問5			

◆ 解答 ◆

問1	(1)	Who said	
	(2)	to keep her money in two purses	
	(3)	when he was closing the shop	
問2	学校に電話して、先生にホテルの名前を覚えてもらった。		
問3	(修学旅行前)	母は私を子ども扱いしていると思っていた。	
	(修学旅行後)	母がときどき私の世話をすごく焼くのは、私を愛しているからだと思えるようになった。	
問4	ア	オ	
問5	<ul style="list-style-type: none"> ・ taught me math ・ helped me with my work など 		

◆ 解説 ◆

- 問1 (1) Bの返答から、「だれが～」と主語をたずねる過去の疑問文であることがわかる。
 (2) 第2段落第4文参照。
 (3) 第4段落第6文参照。
- 問2 第4段落最後から3文目参照。
- 問3 (修学旅行前) 第2段落最後から3文目参照。like ～＝「～と同様に、～のように」
 (修学旅行後) 最終段落最後から2文目参照。take care of ～＝「～の世話をする」
- 問4 ア 「初日に、美紀さんのグループは清水寺に行きましたが、銀閣寺には行けませんでした」 第1段落第4文参照。このあと、昼食代を払おうとして財布をなくしたことがわかり、ホテルに戻っている。
 イ 「美紀さんは友人たちと財布をさがしましたが、見つけることはできませんでした。そこで彼女はお母さんに電話しました」 お母さんにではなく、先生に電話した。第3段落第2文参照。
 ウ 「美紀さんが夕食を食べているとき、男の人がホテルのレストランに彼女の財布を持ってきました」 財布はホテルのフロントに届けられた。第4段落第1文参照。
 エ 「美紀さんはホテルで財布を見てとてもうれしく、何も言うことができませんでした」 第4段落第5文参照。
 オ 「美紀さんのお母さんは美紀さんの財布に小さな紙切れを入れておきましたが、美紀さんは財布をなくしたとき、それがそこにあることを知りませんでした」 第4段落第5文参照。
- 問5 「宿題を手伝ってくれた」などのような、親切な行為と思える事柄を書く。

◆ 問題 ◆ 20 - 4 - 26

次の英文は、ある新聞の投稿欄に掲載されたものである。英文を読んで、あとの問いに答えよ。

(福井県 2008 年度)

We have a lot of problems around us. When the problems are too big, we think we can't solve them. But if we look at the problems from a different view, we can sometimes find the answers.

I will tell you about Mexico City. It is not as large as Tokyo, but it has more people than Tokyo. It is in a high place and it has only one big river. So it is difficult to get enough water. About 160 years ago, many people began to use water under the ground. Do you know what happened after a lot of people used too much water under the ground? Yes. The ground went down very much. That was a big problem. Then people in Mexico City looked at this problem from a different view. Some people thought, "How about using the place that went down?" Other people thought, "Can we use the water we have already used again?" They put the water into the place. Soon it became a kind of lake. People made the water clean and used it again.

We have an example in Japan, too. In big cities it is especially hot in summer. There are many reasons, and we know one of them. There are not so many trees in the big cities. If there are many trees, they can give us some shade in many places and the temperature around us will go down. But the big cities have few places for trees because they have a lot of buildings. Some people thought about the problem hard. Then they looked at a building and found an answer. They thought, "The roof of the building will be useful." They began to have trees on the top of the building. It became a place like a small park. Thanks to the shade of many trees, the temperature of the building went down. They thought, "If we have more buildings that have trees on their roofs, the temperature in the city will go down, too." Now we can see many other buildings with trees on them. Some people enjoy talking with their friends and having lunch under the trees.

We can look at a simple example around us, too. People used to go to their offices with a tie all year round. On hot summer days they worked with a tie and they used an air conditioner for a long time. This was a problem because using an air conditioner raises the temperature of the Earth. But some people changed the view about a tie. Now many people work in offices without a tie in summer. And they don't have to use the air conditioner for a long time. Working without a tie is useful to stop raising the temperature of the Earth.

As you can see, we have changed our view and we have solved problems. But how can we change our view? You should remember two things. First, you should know what the problem is and how it happened. Second, you should read a lot of books and talk with many people. You will have a good idea if you know a lot of things.

注 solve～ ～を解決する tieネクタイ air conditioner エアコン

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

- a. People in Mexico City changed their view and they could get clean water.
- b. Mexico City is larger than Tokyo and it has more people than Tokyo.
- c. Although Mexico City is in a high place, there are some big rivers there.
- d. In Mexico City people could get enough water from one big river.
- e. People in Mexico City used too much water under the ground and the ground went down.

問2 Mexico City の人々は、ものの見方を変えることによって、そこで起きた問題をどのように利用したか。日本語で書け。

問3 本文の内容について、次の質問に英語で答えよ。

- a. When did people in Mexico City begin to use the water under the ground?
- b. Why do big cities have few places for trees?

問4 日本の大都市では、ビルの温度を下げるために何をしたか。また、そのようなビルが増えることによって今後どのようなことが起きると考えられているか。それぞれ日本語で書け。

問5 過去の役所と現在の役所の様子を比べて、変化したことが2つ述べられている。それらについて、どのように変化したかを日本語で書け。

問6 私たちのものの見方を変えるために大切なことが2つ述べられている。それぞれ日本語で書け。

◆ 解答用紙 ◆

問1		
問2		
問3	a	
	b	
問4	何をしたか	
	どのようなことが起きるか	
問5	・	
	・	
問6	・	
	・	

◆ 解答 ◆

問1	a	e
問2	(水を使いすぎたために) 沈んだ場所に、使った水をためて、それをきれいにして再利用した。	
問3	a	(They began to use it) about 160 years ago.
	b	Because they have a lot of buildings.
問4	何をしたか	ビルの屋上に木を植え始めた。
	どのようなことが起きるか	都市の温度も下がる。
問5	・ 多くの人が夏にネクタイをしなくて働くようになった。	
	・ エアコンを長い時間使う必要がなくなった。	
問6	・ 問題は何か、また、それがどのようにして起きたかを知ること。	
	・ 多くの本を読み、多くの人と話をすること。	

◆ 解説 ◆

- 問1 a. 「Mexico City の人々はものの見方を変えて、きれいな水を手に入れることができました」 第2段落最後から6文目と最終文参照。
 b. 「Mexico City は東京よりも大きく、東京よりもたくさんの方がいます」 Mexico City は東京ほど大きくはない。第2段落第2文参照。not as ... as ~ = 「～ほど…でない」
 c. 「Mexico City は高地にあるけれども、そこにはいくつかの大きな川があります」 大きな川は1本しかない。第2段落第3文参照。
 d. 「Mexico City では、人々は1本の大きな川から十分な水を得ることができました」 十分な水を得ることは難しい。第2段落第4文参照。
 e. 「Mexico City の人々は地下水をたくさん使いすぎたので、地面が下がってしまいました」 第2段落第6文と第8文参照。
- 問2 第2段落最後から5・4・3文目と最終文の内容をまとめる。
- 問3 a. 質問は「Mexico City の人々は、いつ地下水を使い始めましたか」。第2段落第5文参照。
 b. 質問は「なぜ大都市には木のための場所がほとんどないのですか」。第3段落第6文参照。
- 問4 何をしたかは第3段落最後から6文目に、どのようなことが起きるかは第3段落最後から3文目に書かれている。
- 問5 第4段落最後から3・2文目参照。
- 問6 最終段落第4・5文参照。

◆ 問題 ◆ 20 - 4 - 27

英語の授業で、ALT(外国語指導助手)の Mr. White が日本で興味深く感じたことを、また、ホームステイから帰国した健二(Kenji)がアメリカで興味深く感じたことを、それぞれ話しました。次の二つのスピーチを読んで、問1から問6の問いに答えなさい。

(山梨県 2008年度)

【Mr. White's Speech】

Hello, everyone. I came to Japan three weeks ago. I have found many interesting things

①(ア for イ since ウ when エ if) then.

The first thing is about the Japanese word “doumo.” I know that it means “thank you.” But one day I said to a teacher, “Hello,” and he said, “Doumo.” I was very surprised. Later my friend taught me many meanings of “doumo.” For example, it means “thank you,” “hello,” and sometimes “sorry.”

Small words like this are important for communication.

Second, it is easy to get things that I need. I saw many kinds vending machines selling drinks, rice, and sometimes eggs in Yamanashi. Also there are many convenience stores in Japan. When I bought something there, I didn't have to say many Japanese words. But I am studying Japanese now, so I want to speak Japanese more.

The last thing is a peace sign. I like ②(ア take イ took ウ taken エ taking) pictures. One day after school when I tried to take pictures of my students, they made a peace sign with their fingers. Yesterday, in another class, the same thing happened. I don't know why they make a peace sign when they are in pictures.

That's all. Thank you for listening.

【Kenji's Speech】

Hi, everyone. I have just come back from America. I stayed with Mr. Baker's family for ten days during the summer vacation. I had a wonderful time. Today I am to talk about three interesting things that I found there.

First, their English was very fast for me. So I didn't understand ③(ア what イ how ウ when エ where) they said. But people around me were very kind. They tried to speak more slowly. Sometimes they used pictures to tell me something.

Second, everything was very big. One day my host family took me a hamburger shop. I ordered one hamburger and one large cola. When I saw the large cola, I was very surprised. The large cola was much bigger a large cola in Japan. It was as big as my face.

Third, I didn't know when to start and finish eating. In Japan we say, “Itadakimasu,” ④(ア like イ before ウ until エ because) eating and, “Gochisousama,” after eating. But in America they didn't say any special words to start and finish eating.

Thank you.

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

問2 の中に、「私はそれらのいくつかについて話します。」という内容を表す英文を一つ書きなさい。

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

I think it is very useful.

問4 ～ に当てはまる最も適当な英語を、本文の内容に合うように、一語ずつ書きなさい。

問5 の中に、「私は彼らを理解するために、もっと一生懸命に英語を勉強しなければならないと思います。」という内容を表す英文を一つ書きなさい。

問6 ふたりのスピーチを聞いていた久美は、次のようにメモを取りました。 ～ の中に、最も適当な英語を一語ずつ書きなさい。

Mr. White	
1	“Doumo” has many meanings.
2	Japan has many vending machines and convenience stores. He didn't have to use many Japanese words in convenience stores.
3	Japanese students <input type="text" value="1"/> a peace sign in pictures.

Kenji	
1	Their English was very <input type="text" value="2"/> . So, it was difficult to understand them.
2	All things in America were very <input type="text" value="3"/> .
3	American people didn't say any special words to start and finish eating.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	①	イ	②	エ	③	ア	④	イ
問2	I will talk about some of them.							
問3	a							
問4	A	of	B	going	C	to	D	than
問5	I think I have to study English harder to understand them.							
問6	①	make	②	fast	③	big		

◆ 解説 ◆

- 問1 ① 継続用法の現在完了の文。since then = 「そのときから」
 ② like の目的語になるので、動名詞を選ぶ。
 ③ 「彼らが何を言っているのか理解できませんでした」
 ④ 「食べる前に…」 文末の after eating と対比させている。
- 問2 「それらのいくつか」 = some of them
- 問3 英文は「それはとても役に立つと思います」という意味。it は“douno” を指している。
- 問4 A many kinds of ~ = 「たくさんの種類の～」
 B be going to ~ = 「～するつもり」
 C take A to B = 「A を B に連れて行く」
 D 直前に bigger (比較級) があることから考える。than ~ = 「～よりも」
- 問5 「私は～と思います」 = I think (that) ~. 「～しなければならない」 = have to[must] ~ 「もっと一生懸命に」は hard の比較級 harder を使って表す。「～するために」と目的を表すには <to+動詞の原形> (不定詞) を使えばよい。
- 問6 ① Mr. White のスピーチ第4段落第3・4文参照。
 ② Kenji のスピーチ第2段落第1文参照。
 ③ Kenji のスピーチ第3段落第1文参照。

◆ 問題 ◆ 20 - 4 - 28

次の英文は、カリフォルニア (California) の自然 (nature) を守る活動を続け、アメリカの国立公園(National Park) 制度に大きな影響を与えた、スコットランド (Scotland) 出身のジョン・ミューア (John Muir) について書かれたものです。英文を読んで、各問いに答えなさい。

(長野県 2008 年度)

There is a mountain road through the National Parks in California. It is about 340 km long. You can enjoy seeing wild flowers and animals, or *go trekking there. This road is called the John Muir *Trail. John Muir is a man called the Father of National Parks.

Muir was born in a small town in Scotland in 1838. When he was a little boy, his *grandfather often took him to the beaches and the fields. Muir really liked to see fish, flowers, and birds. He became a boy who loved to play in the field and tried to know everything about nature. His family came to America in 1849. Everything he saw was^①() and interesting. Seeing wild birds and animals was so exciting for him.^②(fun / lot / to / a / it / play / was / of) and walk around in the fields. After he became a *college student, he started traveling around the mountains in America and Canada. He studied trees and flowers.

When Muir was 37 years old, he went trekking through the forests in California. ^③He saw that many big trees called *Sequoias were cut down for *lumber. Some of them were more than 1,000 years old. He wanted to stop the *destruction of the forests and wrote an *article in a *newspaper. The people who read it were also very surprised because they didn't know the forests were in danger.

Later Muir wrote many articles about making new National Parks, and his ideas became popular in America. Muir's ideas were like this:

Coming into nature and enjoying it is the first step when we save nature. The people who understand nature will have ideas to save it. *Anyone can come into the Park and enjoy nature under the *control of *the government. The government should have workers who *take care of nature and teach people about nature.

There were people who didn't like these ideas. Some of them got much money from trees in the forests. But his ideas *had an influence on many people. The people who *agreed with Muir wrote letters to the government. In 1890, three National Parks *based on Muir's ideas were born.

Nature has ^④(give) us many things and has made us happy. In his book Muir says like this, "Enjoying nature is as important as eating food." We can't live without nature. Let's think about the things we can do for nature.

注 go trekking	徒歩旅行をする	trail	遊歩道	grandfather	祖父	college	大学
Sequoia(s)	セコイア杉	lumber	木材	destruction	破壊	article(s)	記事
newspaper	新聞	anyone	誰でも	control	管理	the government	政府
take care of~	~の世話をする	have(had) an influence on~	~に影響を与える				
agree(d) with~	~に賛成する	based on~	~にもとづいた				

問1 下線部①の() 内に入る最も適切な語を、次のア～エから1つ選び、記号を書きなさい。

ア easy イ cold ウ short エ new

問2 下線部②が意味の通る英文になるように、() 内の8語を並べかえて書きなさい。ただし、文頭にくる語は大文字で始めなさい。

問3 下線部③のミューアの気持ちを次の英文で表すとき、() 内に当てはまる最も適切な1語を本文中から抜き出して書きなさい。

Muir was very () to see many big trees called Sequoias were cut down for lumber.

問4 下線部④の() 内の語を、最も適切な形になおして、1語で書きなさい。

問5 本文の内容について、次の(a), (b)の質問に英語で答えなさい。答えは() に1語ずつ書きなさい。(b)の答えは、本文中からミューアの考えが最もよくあらわれている部分を、1か所抜き出して書きなさい。

(a) Was Muir interested in nature when he was a child?
— () , he () .

(b) What is the first step when we save nature?
— () () () () () () is.

問6 本文の話の流れに合うように、次のア～カを本文に書かれている順番に並べかえて、左から順番に記号を書きなさい。ただし、4番目の記号はオです。

- ア We need to think about the things we can do to save nature now.
- イ Muir liked to see wild birds and animals when he was a boy.
- ウ The people asked the government to make new National Parks.
- エ Muir wrote an article in a newspaper to save big trees in the forests.
- オ Muir's ideas about National Parks became popular in America.
- カ In California there is a mountain road called the John Muir Trail.

◆ 解答 ◆

問1	エ	
問2	It was a lot of fun to play	
問3	surprised	
問4	given	
問5	(a)	Yes was
	(b)	Coming into nature and enjoying it
問6	カ	イ エ (オ) ウ ア
問7	(a)	(例1) (I want to) have a lot of chances to enjoy (nature.) (例2) (I want to) have a lot of chances of enjoying (nature.) (例3) (I want to) have a lot of chances that I can enjoy (nature.)
	(b)	え

◆ 解説 ◆

- 問1 異国で目にしたものであることから考える。
- 問2 「野原で遊んで歩き回るとはとてもおもしろかった」 It is ... to ～. =「～することは…だ」
- 問3 第3段落最終文に、「それを読んだ人たちもとても驚きました」とあることから考える。
- 問4 直前に has があるので、現在完了形の文であることがわかる。現在完了形は<have[has]+過去分詞>で表す。
- 問5 (a) 質問は「ミューアは子供のとき、自然に興味がありましたか」。第2段落第4文参照。
(b) 質問は「自然を救うときの最初的手段は何ですか」。ミューアの書いた記事の第1文参照。
- 問6 カ 「カリフォルニアにはジョン・ミューアの遊歩道と呼ばれる山道があります」
イ 「ミューアは少年であったとき、野鳥や野生の動物を見るのが好きでした」
エ 「ミューアは森の大きな木々を救うために新聞に記事を書きました」
ウ 「人々は政府に新しい国立公園を作るように頼みました」
ア 「私たちは今、自然を救うためにできることについて考える必要があります」
- 問7 (b) 「同じ紙をもう1度使うことはそのうちの1つです」 them は good things for nature を指す。

◆ 問題 ◆ 20 - 4 - 29

久美 (Kumi) の通う中学校は、岐阜県の大学に留学しているアメリカ人のグリーンさん (Mr. Green) を招き、「国際交流会」を開きました。交流会では多くの生徒がグリーンさんに英語で質問をしました。久美の質問に対して、グリーンさんは、【英文I】のように答えました。【英文II】は、その日の夜、久美がグリーンさんにあてて書いた手紙です。問1～問6の問いに答えなさい。

(岐阜県 2008年度)

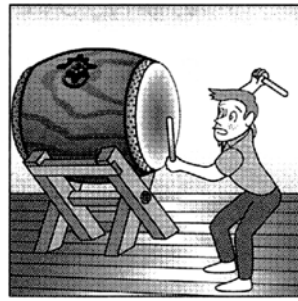
【英文I】

What kind of music do I like? That's a good question, Kumi. I like Japanese music, especially Japanese traditional music. Why? Well, to answer that, I have to talk about a Japanese man that I met in America three years ago.

When I was a high school student, there was a world music festival in my city. A Japanese group was invited to have a concert of wadaiko. That was the first time for me to listen to wadaiko music. The sound was so exciting.

After the concert, I had a chance to talk with one member who played the biggest wadaiko. I went to him and said, "I enjoyed the concert very much. I think playing the wadaiko is interesting." He said, "Thank you. Would you like to try this big wadaiko?" He passed me the drumsticks. I tried to beat the drum well. But it was difficult for me to play well. The sound was really bad. He said to me, "You are only using your hands. You must use your whole body like this." He showed me how to play it for a while. Then I played the drum again. He said, "You are playing well." But I didn't think so. I felt that his sound and my sound were really (①). His sound was more exciting and more beautiful. I asked, "How should I beat the drum to make a good sound?" He smiled and said, "I have played the wadaiko for thirty years and I still play it for many hours every day. That's the answer." I said, "Every day? So, you mean that (②)?" He said, "That's right."

He also told me a lot about Japanese traditional music. I really enjoyed talking with him and became interested in it. I said to him, "I want to go to Japan some day to study Japanese traditional music and learn more about wadaiko." He looked very happy to hear that.



【英文II】

Dear Mr. Green,

Hello. Thank you for coming to our school today.

I have big news. Do you know what? Maybe you will be surprised. The man who taught you how to play the wadaiko in America is my uncle!

When you were answering my question, I was thinking about my uncle because he also plays the wadaiko. He has been to America, too. So, I went to see my uncle after school. I asked him to talk about his trip to America. He asked me why. I told him about your story. He was surprised and showed me one of the pictures taken at the concert. I shouted, "This is Mr. Green!" I saw you and my uncle in the picture. My uncle said, "I only met him once in America. I haven't seen him since that time. But I still remember him very well. I visited many places in America to have wadaiko concerts and had a good time. But I had the greatest time when I was telling him about Japanese traditional music."

Please visit my uncle. He will be glad to play the wadaiko with you again.

Sincerely yours,
Kumi

注 especially 特に traditional 伝統的な pass 手渡す
drumstick(s) ばち (太鼓をたたく棒) beat たたく whole body からだ全体
for a while しばらくの間 some day いつか uncle おじ (父母の兄弟)

問1 本文中の (①) に入れるのに最も適切な語を、次のア～エの中から一つ選び、その符号を書きなさい。

ア good イ exciting ウ different エ beautiful

問2 本文中の (②) に入れるのに最も適切なものを、次のア～エの中から一つ選び、その符号を書きなさい。

ア speaking Japanese is not difficult イ practicing hard is important
ウ playing the wadaiko is not fun エ listening to music is sad

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

問4 下線部④の理由を、「久美のおじは」という書き出しに続けて、日本語で書きなさい。

問5 次の(1), (2)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。

- (1) Did Mr. Green play the wadaiko well when he first tried it?
- (2) What did Kumi's uncle show her when Kumi was talking about Mr. Green?

問6 本文の内容に合っているものを、次のア～オの中から二つ選び、その符号を書きなさい。

- ア Kumi told Mr. Green to go to a world music festival in America.
- イ Mr. Green enjoyed the wadaiko concert in America three years ago.
- ウ Kumi took the picture of Mr. Green and her uncle in her school.
- エ Kumi's uncle has not met Mr. Green yet in Japan.
- オ Kumi asked Mr. Green to teach her how to make a big wadaiko.

◆ 解答用紙 ◆

問1	
問2	
問3	ということ。
問4	久美のおじは から。
問5	(1) _____, he _____.
	(2) He showed Kumi a _____ at the concert.
問6	

◆ 解答 ◆

問1	ウ
問2	イ
問3	アメリカでグリーンさんに和太鼓のたたき方を教えたのは、久美のおじである ということ。
問4	久美のおじは 日本伝統音楽について彼に話したとき、最も楽しい時間を過ごした から。
問5	(1) <u>No, he didn't.</u>
	(2) He showed Kumi a <u>picture taken</u> at the concert.
問6	イ エ

◆ 解説 ◆

問1 直後の文で、「彼の音は、より刺激的でより美しかった」と言っていることから考える。

問2 イ 直前に「毎日何時間もそれを演奏する」と言っている。

問3 [英文Ⅱ]の第2段落最終文参照。<teach+(人)+>=「(人)に～を教える」 how to ～=「～の仕方、～の方法」

問4 [英語Ⅱ]の第3段落最終文参照。

問5 (1) 質問は「グリーンさんは最初に試したとき、和太鼓を上手にたたけましたか」。[英文Ⅰ]第3段落第8・9文参照。It is ... for — to ～. =「—にとって～することは…だ」

(2) 質問は「久美がグリーンさんについて話していたとき、久美のおじさんは彼女に何を見せましたか」。[英語Ⅱ]の第3段落第7文参照。

問6 ア 「久美はグリーンさんに、アメリカで世界音楽祭に行くように言いました」 グリーンさんは久美と会う前に世界音楽祭に行っている。

イ 「グリーンさんは3年前にアメリカで和太鼓のコンサートを楽しみました」 [英文Ⅰ]第1段落最終文、第2段落第2文と、第3段落第2文参照。

ウ 「久美は彼女の学校で、グリーンさんと彼女のおじさんの写真を撮りました」 写真はアメリカでの和太鼓コンサートのときに撮られたもの。

エ 「久美のおじさんは、日本ではまだグリーンさんに会っていません」 [英文Ⅱ]の第3段落第10・11文参照。

オ 「久美はグリーンさんに、大きな和太鼓の作り方を教えてくれるように頼みました」 そのような記述はない。

◆ 問題 ◆ 20 - 4 - 30

次の英文の中で、岡先生 (Mr. Oka) は、ケアンズ (Cairns) で最も雨が深い月は何月だと言っていますか。
(岐阜県 2008 年度)

Mr. Oka said to us, "December is the cold month in Gifu. But in Cairns, Australia, it is very hot in December. In that month they have a lot of rain. In January they have more rain and they have the most rain in February. In Gifu we have a lot of rain in June, but they don't have much rain in June in Cairns."

- ア 1月 イ 2月 ウ 6月 エ 12月

◆ 解答用紙 ◆

◆ 解答 ◆

◆ 解説 ◆

第4文参照。

◆ 問題 ◆ 20 - 4 - 31

次の英文は、ある学校の ALT (外国語指導助手) の先生が、生徒たちにあてて書いたものです。この英文のタイトル (見出し) として適切なものは、次のうちどれですか。
(岐阜県 2008 年度)

Hi, how are you? Today I'm very happy. Do you know why? In the morning, I saw a girl who helped an old man. He was going across the street. Everyone was walking fast, but the girl took the old man's hand and went across the street together. The girl was a student of this school. I felt happy when I saw them.

- ア Everyone Is Busy in the Morning
イ An Old Man Helped a Dog
ウ It's Nice to Help Old People
エ Going across the Street Is Easy

◆ 解答用紙 ◆

◆ 解答 ◆

◆ 解説 ◆

この学校の子女生徒が、老人が道路を渡るのを助けているところを見て、とてもうれしかったという内容の英文である。

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	㉑	hers	㉒	talking
問2	(It's) To work for the people of the world.			
問3	①	language	②	dinner
問4	エ			
問5	違いを知り、共に生活すること。			
問6	イ			
問7	悩むのをやめて、自分にできる小さなことを、何でもやったということ。			

◆ 解説 ◆

問1 ㉑ hers = her way's of living

㉒ 前置詞 by のうしろなので、動名詞になる。

問2 質問は「知子の夢は何ですか」。第1段落第2文参照。

問3 <手紙全文訳> 私は本当に驚いています。私のホストファミリーは私の面倒をみてくれません。彼らは自分たちの言語を話すので、私は仲間に入れません。一緒に食べることができないので、夕食の時間は楽しくありません。私の驚きはよいものではありません。

② 第3段落第5文参照。

問4 「ほかの人たちに、彼女のためにものごとをしてもらいたいと思うこと」 第4段落最後の2文参照。

問5 直前の文の to 以下の部分を日本語にすればよい。

問6 ア「ホストマザーは、家族に水を節約するようには決して言いませんでした」 家族のみんなに言っていた。第4段落第7文参照。

イ「ホストファーザーの言葉は、知子の考え方を変えました」 第4段落最後の2文参照。

ウ「知子はオーストラリアでホームステイしている間に、韓国語を学びませんでした」 知子は学んだ。第5段落第5文参照。

エ「ブラウン先生は、知子がオーストラリアで抱えていた問題の答えを教えました」 そのような記述はない。

問7 最終段落第3文参照。

◆ 解答用紙 ◆

問1	ア		イ	
問2				
問3	However, (
).			
問4				
問5				
問6				
問7	ア		イ	

◆ 解答 ◆

問1	ア	It	イ	what
問2	イ			
問3	However, (there are some differences between these two groups).			
問4	playing			
問5	ア			
問6	ウ			
問7	ア	longer	イ	decide

◆ 解説 ◆

- 問1 It is ... to ~. = 「～することは…だ」
- 問2 グループAとBの人たちが、「買い物」と「テレビ、ラジオ、新聞、雑誌」に使う時間を、表から計算する。
- 問3 There are[is] ~. = 「～がある[いる]」
- 問4 「友だちや家族とスポーツを楽しんでいますか」 enjoy は動名詞を目的語にとるので、～ing形にする。
- 問5 助動詞のあとには動詞の原形が続くので、④のあとに過去分詞の done が続くことから、イ～エの助動詞はあてはまらない。<have[has]+過去分詞>の現在完了形の文である。
- 問6 ア 「グループBの人たちは、日曜日にグループAの人たちほど長くは眠らず、グループAの人たちほど長くは勉強しません」 グループBの人たちのほうが長く勉強している。
 イ 「日曜日には、グループAの買い物時間はグループBの勉強時間と同じくらい長く、両方のグループとも勉強するのは1時間より少ない」 グループAの買い物時間はグループBの勉強時間より短く、グループBは1時間以上勉強する。
 ウ 「両方のグループの買い物時間の差はとても小さく、彼らは日曜日に、買い物におよそ30分を使います」 表参照。
 エ 「表から日曜日にスポーツにおよそ1時間半使うことがわかるので、両方のグループの人たちはスポーツが好きである」 グループBの人たちは30分ほどしか使わない。
- 問7 ア 第3段落第2文参照。
 イ 最終段落第2文参照。

◆ 問題 ◆ 20 - 4 - 34

次の文章を読んで、あとの問1から問7までの問いに答えよ。

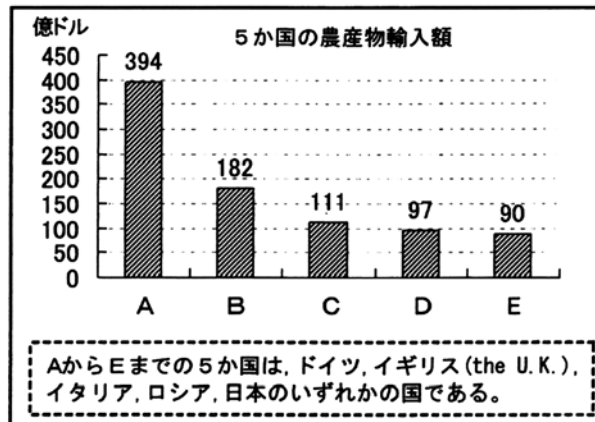
(愛知県B 2008年度)

Today, the eating habits of Japanese people have changed. More people like to eat bread and pasta. They also enjoy a lot of different dishes from other countries more often. Japan imports many farm products from foreign countries.

Look at the graph. These five countries spend a lot of money to import farm products from other countries. Among them, Japan spends the most, and spends about 30 billion dollars more than the U.K. Russia doesn't spend as much as Germany, but spends about 2 billion dollars more than Italy.

Why does Japan import so many farm product? There are many reasons for this. Let's think about two of the reasons here. One is the change in favorite food of Japanese people. ① Dishes from foreign countries are (ア) among Japanese people, but some things (イ) to cook those dishes are not in Japan. The shortage of farmland is another reason. About 70% of land in Japan is not good as farmland, because the land is in the mountains and is (A) with trees. And on some parts of the land which is good as farmland, people have built houses, shops and so on.

Can Japan always import a lot of farm products? It is not (②) to this question. In some parts of the world, natural disasters like flood and livestock epidemic sometimes damage farm products which Japan needs. ③ (thing / should / we / is / remember / another / there). If world peace is broken in the world, maybe it will be difficult for Japan to import things.



注 eating habits 食生活 pasta パスタ dishes 料理 import 輸入する
 farm products 農産物 graph グラフ billion dollars 10億ドル reasons for ~ ~の理由
 the shortage of farmland 農地不足 land 土地 natural disasters 自然災害 flood 洪水
 livestock epidemic 家畜感染症 damage だいなしにする

問1 グラフのBからDまでの国の組み合わせ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 B: the U.K. C: Germany D: Italy
- イ B: Russia C: Germany D: the U.K.
- ウ B: Germany C: Russia D: the U.K.
- エ B: Italy C: Germany D: Russia

問2 下線①のついた文が、「外国の料理は日本人の間で人気があるが、そういった料理をつくるために使用されるものの中には、日本にはないものがある。」となるように、(ア), (イ)のそれぞれにあてはまる最も適当な語を書け。

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

- surprise make cover impress

問4 (②)にあてはまる最も適当な語句を、次のアからエまでの中から選んで、そのかな符号を書け。

- ア right to say no イ fine to say no ウ hard to say yes エ easy to say yes

問5 下線③のついた文が、「覚えておかなければならないことがもう一つある。」となるように、()内の語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一つを選んで、そのかな符号を書け。

- ア Now there are many kinds of food in Japan, and more people come to Japan from other countries to eat them.
- イ Japan spends 30 billion dollars to import a lot of farm products from Germany, Italy, the U.K. and Russia.
- ウ In Japan, people have built houses, shops and other buildings on some parts of the land which is good as farmland.
- エ Natural disasters like flood and livestock epidemic damage farm products in all the countries in the world every day.

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

Japan imports many farm products, because the kinds of food Japanese people eat have (ア) and Japan doesn't have enough farmland. But if natural disasters damage farm products or world peace is broken in the world, importing things from other countries will be (イ) for Japan.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	ウ		
問2	ア	popular	イ used
問3	covered		
問4	エ		
問5	(There is another thing we should remember.)		
問6	ウ		
問7	ア	changed	イ difficult

◆ 解説 ◆

- 問1 第2段落第3文より、AがJapanで、Dがthe U.K.であることがわかる。次に第2段落第4文後半部分より、EがItalyでCがRussiaであることがわかり、最後に第2段落第4文前半部分より、BがGermanyであることがわかる。
- 問2 イ イからdishesまでがthingsを修飾する。「～される」という意味を表す場合には過去分詞を使う。
- 問3 be covered with ～＝「～で覆われている」
- 問4 直後の文で、自然災害や家畜感染症が、日本の必要とする農産物をだいなしにすることがあると言っていることから考える。It is ... to ～.＝「～することは…だ」
- 問5 There is[are] ～.＝「～がある[いる]」
- 問6 ア 「現在日本にはたくさんの種類の食べ物があり、ほかの国々からより多くの人々がそれらを食べるにやってきました」 そのような記述はない。
 イ 「日本はドイツ、イタリア、イギリス、ロシアからたくさんの農産物を輸入するために、300億ドルを使います」 日本の農産物輸入額は394億ドルで、輸入相手国については述べられていない。
 ウ 「日本では農地にふさわしい土地のいくつかの部分に、家や店やほかの建物を建ててしまいました」 第3段落最終文参照。
 エ 「毎日世界中のすべての国々で、洪水のような自然災害や家畜感染症が農産物をだいなしにしています」 毎日、世界中のすべての国々で起きているわけではない。
- 問7 ア 第1段落第1～3文参照。
 イ 最終段落最終文参照。

◆ 問題 ◆ 20 - 4 - 35

次の文章を読んで、あとの各問いに答えなさい。

(三重県 2008 年度)

Masao is a high school student in Japan now. Last year he went to America and lived with a host family for one year. He went to high school and enjoyed his life in America.

It was June. Masao had to return to Japan soon. His host family was very kind. So he wanted to give his host family a present to show his thanks.

One day he went to many shops to look for something for his host family, but (①) He asked his friend, Nancy, to help him. He said, "I want to give a present to my host family. ② Can you give me your advice?" She said, "You can remember how you lived with your host family." Then Masao went to his room and started looking at his pictures. In many pictures he looked happy with his host family. Suddenly he got one picture and said to himself, "Oh, I have a good idea!"

A week later, the last day of his homestay came. Masao gave his present to his host family. His host mother opened it and said, "Thank you, Masao. Was this picture taken when we met you on the first day? You looked very different." Masao said, "Yes. ③ This picture is very important for me. I could not smile because I worried about many things in America. But you have been kind and have helped me very much. I learned many things. So I have changed." His host mother said, "I understand. I will always remember you when I look at the picture. But this frame is for two pictures, and there is just one picture in the frame. Where is the other picture?" Masao said, "I don't have it. My present is not finished yet." His host mother asked, "What do you mean?" Masao said, "I want you to know how I have changed in America. When you see one picture taken on the first day and one picture taken on the last day, you will notice how I have changed. So I want to take a picture together today." His host mother said, "That's nice. We are looking forward to the finished present."

Masao returned to Japan and sent the picture to his host family. Masao and his host family looked very happy in the picture.

A month later, Masao got a card and a new picture from America. When he saw the new picture, he said to himself, "The picture I sent to my host family from Japan is in the frame. ④ My present is finished!" Then Masao found the message, "You are a member of our family!", in the card.

注 thanks 感謝 advice アドバイス, 助言 remember～ ～を思い出す
 said to himself 思った ～later ～後 the last 最後の
 homestay ホームステイ, (留学生の) 家庭滞在(期間) smile ほほえむ
 have changed 変わった frame 額縁, (写真を入れて飾るための) 枠 the other もう1つの
 finished 完成した notice～ ～に気づく are looking forward to～ ～を楽しみに待っている
 message メッセージ, 伝言

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. his host family could find a nice present.
- イ. his host family couldn't find a nice present.
- ウ. he could find a nice present.
- エ. he couldn't find a nice present.

問2 下線部②に Can you give me your advice? とあるが、このように言った Masao に対して Nancy はどのようなアドバイスを与えたか、その内容を日本語で書きなさい。

問3 下線部③に This picture is very important for me. とあるが、This picture には、いつの、どのような様子の Masao が写っているか、その説明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. ホームステイの最初の日の、ほほえんでいた Masao
- イ. ホームステイの最初の日の、ほほえむことができなかった Masao
- ウ. ホームステイの最後の日の、ほほえんでいた Masao
- エ. ホームステイの最後の日の、ほほえむことができなかった Masao

問4 下線部④に My present is finished! とあるが、完成した present によって、Masao が host family に感謝の気持ちとあわせて伝えたかったことは何か、完成した Masao の present がどのような状態であるかにふれて、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. Masao went to America three years ago and lived with a host family for one year.
- イ. Masao went to many shops with Nancy and started to look for a nice present together.
- ウ. Masao worried about a lot of things on the first day of his homestay in America.
- エ. Masao gave his finished present to his host family on the last day of his homestay.
- オ. Masao sent a picture to his host family from Japan after his homestay in America.
- カ. Masao wrote the message, "You are a member of our family!", in the card from America.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 解答 ◆

問1	エ
問2	ホストファミリーと一緒にどのように暮らしたかを思い出すこと。
問3	イ
問4	額縁に入ったホームステイの最初の日と最後の日に撮った2枚の写真によって、自分がアメリカでどのように変わったかということを伝えたかった。
問5	ウ オ

◆ 解説 ◆

- 問1 エ. 「彼は素敵なプレゼントを見つけることができませんでした」 直前に but があることから考える。
- 問2 第3段落第5文参照。
- 問3 第4段落第4文と第8文参照。
- 問4 最終段落第2・3文から、ホームステイの最終日に撮った写真が、ホームステイの初日に撮った写真の入っている額縁に入って、プレゼントが完成したことがわかる。また、第4段落最後から5文目に、Masao の伝えたかったことが書かれている。
- 問5 ア. 「Masao は3年前にアメリカへ行き、ホストファミリーと1年間暮らしました」 Masao がアメリカへ行ったのは昨年。第1段落第2文参照。
- イ. 「Masao は Nancy とたくさんの店に行き、一緒に素敵なプレゼントを探し始めました」 店には Masao が1人で行った。第3段落第1文参照。
- ウ. 「Masao はアメリカでのホームステイの初日に、たくさんのことを心配しました」 第4段落第4文と第8文参照。
- エ. 「Masao はホームステイの最終日に、ホストファミリーに完成したプレゼントをあげました」 プレゼントは完成していなかった。第4段落最後から7文目参照。
- オ. 「Masao はアメリカでのホームステイのあと、日本からホストファミリーに写真を送りました」 第5段落第1文参照。
- 「Masao はアメリカからのカードに、『あなたは私たちの家族の一員です』というメッセージを書きました」 Masao が受け取ったカードに書いてあった。最終段落最終文参照。

◆ 問題 ◆ 20 - 4 - 36

次は、中学生の真由美 (Mayumi) が英語の授業で書いたレポートの原稿です。英文を読んで、あとの問いに答えなさい。

(大阪府 前期 2008 年度)

I have a friend, John, from London. He likes taking pictures. When I said Mt. Kongo is place in Osaka, he wanted to go there to take some pictures.



people climbing Mt. Kongo
(金剛山に登る人々)

Last month, John and I climbed Mt. Kongo with some of my friends. Before getting to the top, we met some people coming down. They said, “Konnichiwa,” to us. John smiled and greeted the people. ③I did the same thing. They said, “Gambatte!” and we answered with a smile. They looked happy. Before climbing this mountain, I didn’t know people greet each other in the mountains, so it was my first time to do it. We felt tired, but greeting people made the walking easier.

When we got to the top, John said to me, “It was a long way, but I’m glad to get to this place, because the view from here is wonderful.” John took some pictures there. Then, during our lunch I said to John, “Do you greet people in the mountains in your country, too?” He answered, “Yes, we often do. It’s good to greet other people.”

When we were going down the mountain, we met a group of people. I said, “Konnichiwa,” to each of them. They all answered, “Konnichiwa.” It was really nice. There was a little boy among them. I said to him, “You’ll get to the top soon.” He smiled.

In the mountains, it’s good to say, “Konnichiwa.” I learned greeting cheers people up.

注 top 頂上 greet あいさつする each other お互い way 道のり view 眺め
cheer ~ up ~を元気づける

問1 次のうち、本文中の 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 high and イ as high ウ higher than エ the highest

問2 本文中の ③I did the same thing. を ‘did the same thing’ の内容が明らかになるような英文に書き換えない。解答欄の _____ に英語を書き入れ、英文を完成しなさい。

問3 本文中には、真由美たちが頂上に着いたときにジョン (John) が真由美に対して言っ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 次のうち、本文中の 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 you meet イ meet you ウ to you meet エ you to meet

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 Last month, Mayumi heard about Mt. Kongo from John and went there with her family.
イ When Mayumi climbed Mt. Kongo, she learned people greet each other in the mountains.
ウ It was difficult for John to greet other people, because he had to take some pictures.
エ When Mayumi got to the top, she saw a little boy and told him to say, “Konnichiwa.”

◆ 解答用紙 ◆

問1	
問2	I
問3	
問4	
問5	

◆ 解答 ◆

問1	エ
問2	(例) smiled and greeted the people
問3	長い道のりだったが、ここからの眺めはすばらしいので、私はこの場所まで来てうれしいということ。
問4	ア
問5	イ

◆ 解説 ◆

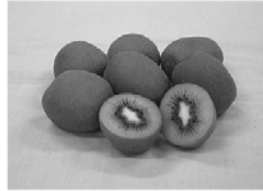
- 問1 in Osaka があることから考える。「私が金剛山は大阪で最も高い場所であると言ったとき、…」
- 問2 “did the same thing” は、直前のジョンの行動と同じことをしたという意味である。
- 問3 第3段落第1文に述べられている。be glad to ～は「～してうれしい」という意味を表す。to ～は感情の原因を表す副詞的用法の不定詞。
- 問4 you meet in the mountains in your country が people を修飾する。
- 問5 ア 「先月、真由美はジョンから金剛山について聞いて、家族でそこへ行きました」 真由美がジョンに話し、先月、ジョンや数人の友だちと一緒に金剛山に登った。
- イ 「真由美は金剛山に登ったとき、山では人々がお互いにあいさつすることを知りました」 第2段落最後から2文目の内容と一致している。
- ウ 「写真を撮らなくてはならなかったので、ジョンにとってほかの人たちにあいさつするのは難しかった」 ジョンは微笑んであいさつしていた。
- エ 「真由美は頂上に着いたとき、小さな男の子を見て、彼に『こんにちは』と言うように言いました」 男の子に会ったのは下山途中で、真由美は男の子にそんなことを言ってはいない。

◆ 問題 ◆ 20 - 4 - 37

次は、高校生の美紀 (Miki) が英語の授業で果物 (fruit) をテーマにして書いたレポートの原稿です。英文を読んで、あとの問いに答えなさい。

(大阪府 後期 2008 年度)

Every day, I eat some fruit. Kiwi fruit is my favorite fruit. I still remember how this small brown fruit became ^{so}. I feel something special about kiwi fruit.



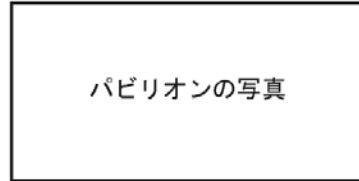
kiwi fruit (キウイフルーツ)

When I was little, I went to a kindergarten in my town. The kindergarten had big kiwi trees in the garden. One afternoon in fall, when we were in the garden, something brown fell down from the tree.

At first, I didn't know what it was. One of my friends said to our teacher, "What's this?" The teacher cut it in half and we found something green in it. The teacher said to us all, "It's a kiwi. Look! Can you see the fruit on the trees? Kiwi fruit grows like that." The trees had a lot of kiwi fruit. The teachers picked the fruit for us and everyone could bring one home. I ate it with my family at home, and it was very good. Since then, I've loved kiwi fruit.

Last October, when I was walking near my old kindergarten, I happened to see a woman who was picking kiwi fruit in the garden. That was my kindergarten teacher, Ms. Hara. She said, "I haven't seen you for a long time," and invited me into the garden. We talked and picked the fruit together. I remembered that kiwi fruit which fell down from the tree, and asked her, " ¹ kiwi trees in this garden?"

Ms. Hara answered, "Well, in 1970, when I was seventeen, I went to the World Expo held in Osaka. I saw kiwi fruit for the first time in the New Zealand pavilion. The fruit was very interesting. Twenty years later, when I started to teach here, kiwi fruit became popular. One day, I found young kiwi trees at a store and bought some for this kindergarten. I did this because I thought it is important for the children to see how the fruit they usually eat grows. So, there are big kiwi trees here now." Her story was very nice. When she finished talking, children joined us. We showed them some kiwi fruit we picked, and the children looked happy.



the New Zealand pavilion in the World Expo in Osaka (大阪万国博覧会のニュージーランド館)

If you meet something new, it'll often give you a strong impression. When Ms. Hara found kiwi fruit in the pavilion for the first time, she was really interested in the strange fruit and it became something special to her. I was also interested in the fruit which fell down from the tree in the kindergarten. ² When I eat kiwi fruit, I sometimes remember my kindergarten days.

注 brown 茶色の kindergarten 幼稚園 garden 園庭 cut~in half ~を半分に分ける
pick 摘み取る happen to~ たまたま~する held hold (開催する) の過去分詞形
for the first time 初めて impression 印象 strange 見慣れない

問1 本文中の ^{so} の表している内容を述べたところが本文中にあります。その内容を日本語で書きなさい。

問2 本文の内容から考えて、本文中の ¹ に入れるのに適している英語3語を解答欄の _____ に書き入れ、英文を完成しなさい。

問3 本文中には、原先生 (Ms. Hara) が店でキウイフルーツの苗木を見つけてそれを買った理由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 ² が、「今や、店でキウイフルーツを見つけるのは簡単であり、私たちは、日本人々が40年前に食べていなかった果物を食べている。」という内容になるように、英語で書きなさい。ただし、数字は英語のつづりで書くこと。

問5 本文の内容と合うように、次の問いに対する答えをそれぞれ英語で書きなさい。

- ① Where did Miki eat the kiwi fruit the teachers gave her when she was little?
- ② What was Ms. Hara doing when Miki walked near the kindergarten last October?

問6 本文の内容と合うように、出来事が起きた順に次のア～オの英文を並べかえ、その順に記号を解答欄の () に書きなさい。

- ア Ms. Hara started to teach at the kindergarten.
- イ Ms. Hara bought some young kiwi trees for the kindergarten.
- ウ Miki happened to see Ms. Hara, and picked kiwi fruit with her.
- エ Osaka had the World Expo in 1970, and Ms. Hara went into the New Zealand pavilion.
- オ Miki's friend asked what fell down from the tree and the teacher answered, "It's a kiwi."

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。一つ選び、記号を書きなさい。

- ア When Miki was in the garden of the kindergarten in her town, a kiwi fruit fell down on her face, and she cried, so she remembers it.
- イ In fall, a lot of kiwi fruit in Miki's kindergarten was picked by people living next to the kindergarten and brought back to their homes.
- ウ In 1970, Ms. Hara went to the World Expo in Osaka with children in her kindergarten class and found interesting things there.
- エ Last October, after Ms. Hara's story about kiwi trees, Miki and Ms. Hara showed kiwi fruit to the children coming to them.

◆ 解答用紙 ◆

問1	
問2	kiwi trees in this garden ?
問3	
問4	
問5	①
	②
問6	() → () → () → () → ()
問7	

◆ 解答 ◆

問1	私の大好きな果物。
問2	(例) Why are there
問3	ふだん食べている果物がどのように成長するのかを見ることは、子どもたちにとって大切であると思ったから。
問4	(例) Now, it's easy to find kiwi fruit at stores, and we eat fruit people in Japan didn't eat forty years ago.
問5	① She ate it at home.
	② She was picking kiwi fruit in the garden.
問6	(エ) → (ア) → (イ) → (オ) → (ウ)
問7	エ

◆ 解説 ◆

- 問1 直前の文に述べられている。
- 問2 直後に原先生が、園庭にキウイフルーツの木がある理由を説明していることから考える。
- 問3 第4段落第6文に述べられている。It is ... for - to ~. =「～にとって～することは…だ」
- 問4 「今や、店でキウイフルーツを見つけるのは簡単であり」は、Now, finding kiwi fruit at stores is easy としてもよい。
- 問5 ① 問いは「美紀は小さかったとき、先生たちにもらったキウイフルーツをどこで食べましたか」。第2段落最後から2・3文目参照。
② 問いは「去年の10月、美紀が幼稚園の近くを歩いていたとき、原先生は何をしていましたか」。第3段落第1・2文参照。
- 問6 エ 「1970年に大阪で万国博覧会が開かれ、原先生はニュージーランド館に入りました」
ア 「原先生は幼稚園で教え始めました」 幼稚園で教え始めたのは大阪万博の20年後。
イ 「原先生は幼稚園にキウイフルーツの苗木をいくつか買いました」
オ 「美紀の友だちが木から何が落ちたのかとたずね、先生が『キウイフルーツよ』と答えました」
ウ 「美紀は原先生にたまたま会い、一緒にキウイフルーツを摘み取りました」
- 問7 エ 「去年の10月、原先生のキウイフルーツの木の話のあとで、美紀と原先生はやって来た子どもたちにキウイフルーツを見せました」 第4段落最終2文参照。

◆ 問題 ◆ 20 - 4 - 38

次の文は、たくやさんが授業で書いた英文です。これを読んで、あとの問いに答えなさい。

(兵庫県 2008 年度)

In my English class, I studied about some Japanese words. For example, kimono and manga. Now many people in other countries know these words. I became interested in this. My English teacher gave us ①homework. He said, "Study about Japanese things which are popular in other countries." So I decided to write about manga.

Manga has been very popular in Japan for a long time. My father has a lot of old manga books. He said, "When I was a child, I often read manga about a robot boy. This manga was popular among children. After I read this, I wanted to be a scientist. This manga became a TV program in America about forty years ago, so it became popular there. Now it is written in English, and it is read by people in many countries."

I found two interesting stories when I was using the Internet to do my homework. The first one was about soccer manga. In Japan more children started playing soccer after they read this manga. In Italy a famous soccer player liked this manga very much when he was a child, so he wanted to be a great player.

The second one was about manga in France. In France manga is popular now. Many people there are studying Japanese. Some of them started studying Japanese to read manga in Japanese. I was surprised when I read this.

Why is manga so popular in many countries? I found some answers. There are many different stories in manga. For example, they are stories about sports, science and music. And people in manga are attractive. Now I am more ② in learning about Japanese things which are popular in other countries.

注 kimono 着物 manga マンガ decide to ～することに決める robot ロボット
 TV program テレビ番組 Italy イタリア player 選手 France フランス
 attractive 魅力的な

問1 下線部①に関して、英語の先生が出した宿題の内容は何ですか。日本語で書きなさい。

問2 次の質問に主語と動詞のある英文で答えなさい。

- (1) What did Takuya's father want to be when he was a child?
- (2) Takuya found two interesting stories when he was using the Internet. What were they about?

問3 たくやさんは、フランスの人たちが日本語を学び始めた動機の1つを述べています。それを日本語で書きなさい。

問4 たくやさんは、マンガが外国で人気のある理由を2つ述べています。その理由が書かれた次の英文の()に入る適切な英語1語を、本文中から抜き出して書きなさい。

- (1) There are () () () in manga.
- (2) () () () are attractive.

問5 ②に入る適切な英語1語を、本文中から抜き出して書きなさい。

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	他の国々で人気のある日本のものについて勉強してくること。		
問2	(1)	He wanted to be a scientist.	
	(2)	They were about soccer manga and manga in France.	
問3	マンガを日本語で読むため。		
問4	(1)	(many)	(different) (stories)
	(2)	(People)	(in) (manga)
問5	interested		

◆ 解説 ◆

問1 直後の文参照。

問2 (1) 質問は「たくやさんのお父さんは子どものとき何になりたかったですか」。第2段落第3文と第5文参照。

(2) 質問は「たくやさんはインターネットを使っていたとき、2つのおもしろい話を見つけました。それらは何についてでしたか」。第3段落第2文と第4段落第1文参照。

問3 第4段落第4文参照。

問4 第5段落第3文と第5文参照。

問5 be interested in ～＝「～に興味がある」

◆ 問題 ◆ 20 - 4 - 39

次の文を読んで、各問いに答えよ。

(奈良県 2008 年度)

In rural Africa, clean water is a luxury. Many people can't get water at their homes, so they must often walk a long way to wells. Carrying water has been the job of women and girls in many villages. But when they have a Play Pump, getting water is easy and fun. Boys join to do the job, too.

The Play Pump is a fun ride attached to a water pump. When children spin the ride, the pump brings clean water up from underground and puts the water in a big tank. When people need water, they can get it from the tank. For children in many rural villages in Africa, the Play Pump is the ①first fun ride they see in their lives. When they spin the ride and get on it, smiles fill their faces. The Play Pump is usually built near schools or in villages, so it is easy for children to play there before and after school.

A girl lived in a rural village in South Africa. Her name was Siyabu. One day Siyabu was ②(アwalk イ walking ウ walked) home from school. She met some women of her village. One of them said to Siyabu, "We have ③exciting news! Our village will have a special water pump. I think getting water will be very easy."

The next year, a Play Pump was built in the village. Everyone came to see it. Children got on the ride. Siyabu and many other children were very happy to have a great place to play. All the people in her village were also happy because they could always have clean water.

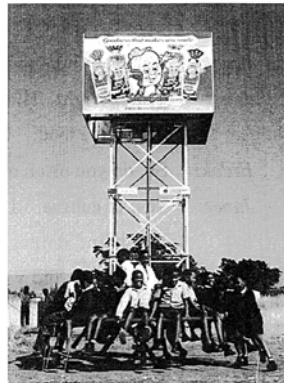
Siyabu studied very hard in school and went to university in a city. After finishing university, she went to Japan to teach English.

Now, she teaches English at a high school in Japan. She tells her students many things about her village in Africa. She also talks about people who don't have water in their villages.

④Last week Siyabu came to Masao's class. She said to the class, "Clean water is very important. ⑤People often get sick if they don't have clean water to drink. One family in rural Africa doesn't use much water in one day. Many toilets in Japan use more water in one flush." Everyone in the class was surprised.

Then she talked about the Play Pump and showed some pictures to the class. In those pictures, the students saw the smiles of the children in her village. The students were interested ⑥(ア in イ for ウ of) the Play Pump. Masao said, "What is the picture on the tank?"

Siyabu said, "It is an advertisement. Because many people come to the pump to get water, the tank is a good place for advertisements. The money from advertisements is used to take care of the pump. Some people in the village were taught how to build the pump. Those people also take care of



プレイポンプ

注	rural	田舎の	Africa	アフリカ	luxury	ぜいたく品	well	井戸	pump	ポンプ
	ride	(遊具の)乗り物	attach	取り付ける	spin	回す	underground	地下		
	tank	貯水槽	university	大学	toilet	トイレ	flush	水を流すこと	advertisement	広告

問1 下線部①, ④の語句を、それぞれ日本語に直せ。

問2 ②, ⑥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3 下線部③の内容を日本語で書け。

問4 下線部⑤を日本語に直せ。

問5 文脈に合うように、⑦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 the Play Pump brings many good things.

イ many countries in the world are helping to build Play Pumps.

ウ the people in the village had to collect a lot of money to buy the Play Pump.

問6 下線部⑧の内容を日本語で書け。

問7 次の(a), (b)の問いに3語以上の英語で答えよ。ただし、コンマやピリオドは語数に含めないこと。

(a) What is Siyabu's job now?

(b) Did Masao see the pictures of the Play Pump?

問8 本文の内容と合っているものを、次のア〜カから2つ選び、その記号を書け。

ア Many people in rural Africa have wells at their homes to get water for their family.

イ Siyabu was surprised when she found the Play Pump in her village, because she didn't know about it.

ウ Because getting water with the Play Pump is easy and fun, both boys and girls do the job.

エ Masao wanted to know how much a Play Pump was, so he asked about it.

オ The tank of a Play Pump is a good place for advertisements because many people come there.

カ In four countries in Africa, 950 people are working to build schools in rural villages.

問9 あなたが取り組んでみたいボランティア活動について、25語程度の英語で書け。ただし、2文または3文で書き、コンマやピリオドは語数に含めないこと。

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	①	はじめての	④	先週
問2	②	イ	⑥	ア
問3	自分たちの村に、特別な給水ポンプができること。			
問4	人々は、きれいな飲み水がないとよく病気になる。			
問5	ア			
問6	2010年までに、アフリカ10か国に4,000台のプレイポンプを設置すること。			
問7	(a)	It is to teach English.		
	(b)	Yes, he did.		
問8	ウ	オ		
問9	(例) I want to clean the streets around my school with my friends. I think everyone will be happy to walk to school on the clean streets.			

◆ 解説 ◆

- 問2 ② 直前の was に着目。過去進行形。 ⑥ be interested in ～ = 「～に興味がある」
- 問3 直後の文に述べられている。
- 問4 get sick = 「病気になる」 to drink は「飲むための」という意味で、water を修飾している。
- 問5 前の部分で、Siyabu がプレイポンプの利点について説明していることから考える。
- 問6 直前の文に述べられている。
- 問7 (a) 問いは「現在、Siyabu の仕事は何ですか」。第6段落第1文参照。
 (b) 問いは「Masao はプレイポンプの写真を見ましたか」。第8段落第4文から、写真を見ていると判断できる。
- 問8 ア 「アフリカの田舎の多くの人たちは、家族用の水を得るために家に井戸を持っています」 第1段落第2文と合わない。
 イ 「Siyabu はそれについて知らなかったの、村でプレイポンプを見つけたとき驚きました」 そのような記述はない。
 ウ 「プレイポンプで水を得ることは簡単でおもしろいので、男の子も女の子もその仕事をします」 第1段落第3～5文参照。
 エ 「Masao はプレイポンプの値段を知りたかったので、それについてたずねました」 タンクに書かれた絵についてたずねた。第8段落最終文参照。
 オ 「多くの人たちがそこへ来るので、プレイポンプのタンクは広告に適した場所です」 第9段落第2文参照。
 カ 「アフリカの4つの国では950人の人たちが田舎の村に学校を建てるために働いています」 そのような記述はない。
- 問9 どんなボランティア活動をしてみたいか、どのように取り組みたいか、どうしてその活動をしてみたいかなどを述べるとよい。文数と語数の指示を必ず守ること。

◆ 問題 ◆ 20 - 4 - 40

次の英文は、高校生の奈穂（Naho）が、昨年行われた市民マラソン大会に参加したときの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 2008年度）

Running is loved by many people. Some people enjoy running every morning or every evening. My father is one of them. He practices running for marathons every morning.

One day, my father showed me a leaflet and said, "There will be a marathon on 21. It will be fun. Let's join it together." I read the leaflet. It said, "High school students can join the 10-kilometer race or the 20-kilometer race."

I talked with my friend Kaori about the marathon. I said to her, "I'm going to join the 10-kilometer race. I want you to join it with me." She agreed. We practiced for the race every day.

On the day of the race, my father and I got to Higashi Park at eight. Kaori was already there with some friends. Before the marathon, my father said, "During the race, you feel tired and want to give up running. But after the race, you will find that running is wonderful." My father joined the 20-kilometer race, and it started on time. Twenty minutes later, our race started. It was nine .

Kaori and I ran together. Soon we started to go up a steep slope. Some minutes later, I was very tired. I tried to run with her, but I could not. I said to Kaori, "Please go ahead." Kaori said, "OK, Naho. Do your best! I will wait at the goal."

This race was very hard for me. So I wanted to give up running. Then I remembered my father's words. His words encouraged me. And during the race, a lot of people cheered me loudly. When I saw Kaori and my father at the goal, I was very happy. They gave me applause. I finished running at ten forty.

When we do something, we should never give up. That is the important thing I learned from the marathon. Now I like this sport very much.

注 marathon マラソン leaflet ちらし it said ～ それには～と書かれていた
kilometer キロメートル race 競走 give up あきらめる on time 時間どおりに
ran<runの過去形 steep slope 険しい坂 go ahead 先に行く do your best 最善を尽くす
goal ゴール encourage 励ます cheer 応援する loudly 大声で applause 拍手

問1 奈穂が参加した市民マラソン大会のちらし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。

市民マラソン大会のご案内

- 開催日：平成19年10月21日（日）雨天決行
- 集合時刻：午前8時10分
- 集合場所：東公園
- 実施距離・参加資格・スタート予定時刻

実施距離	参加資格	スタート予定時刻
20km	高校生・一般	午前 9:10
10km	高校生・一般	午前 9:30
5km	中学生・一般	午前 9:50
3km	小学5・6年生	午前10:10

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) Naho's father ().
- ア enjoys running every day
 - イ told Naho and Kaori to join the race
 - ウ showed Kaori a leaflet and told her about it
 - エ joins the 10-kilometer race every year

- (2) During the race, Naho ().
- ア stopped going up a steep slope
 - イ told Kaori to wait at the goal
 - ウ was cheered loudly by many people
 - エ ran faster than Kaori

- (3) The important thing Naho learned from the marathon was ().
- ア to encourage her friends very hard
 - イ to do something without giving up
 - ウ to give applause to her friends
 - エ to do something for the people cheering her

◆ 解答用紙 ◆

問1	A		B	
問2	(1)		(2)	
	(3)			

◆ 解答 ◆

問1	A	October	B	thirty
問2	(1)	ア	(2)	ウ
	(3)	イ		

◆ 解説 ◆

問1 A 開催日の月名を答える。

B 直前の2文で、20kmのレースが時間通りに始まり、その20分後にスタートしたと言っていることから考える。

問2 (1) 第1段落最終文参照。

(2) 第6段落第5文参照。

(3) イ 「あきらめずに何かをすること」 without ～ing =「～しないで」 最終段落第1・2文参照。

◆ 問題 ◆ 20 - 4 - 41

次の英文は、高校生の雅子（Masako）が、英語の授業で行っ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 2008年度）

Everyone, do you like music? I think you will say “Yes.” ㉔(many are of there kinds) music around us. We listen to music every day. Music makes us happy. It is an important part of our life.

What music do you like? I like traditional Japanese music very much. Do you enjoy music played with the koto, shamisen or shakuhachi? Most of you will say “No.” Now many Japanese people enjoy listening to the music, but most of them are not interested in traditional Japanese music. Why?

In the Meiji era, many Japanese people thought, “Western culture is new and wonderful.” They studied many things about Western culture. And they took in those things for Japanese education. For example, students learned about Western music at school. They didn’t learn about traditional Japanese music. So many Japanese people became interested in Western music. Now traditional Japanese music is far away from us. I feel sad about that.

Have we really forgotten traditional Japanese music? I don’t think so. In December, we enjoy Christmas [A]. But we often hear the sound of the koto when a new year starts. In summer and fall, we enjoy the sounds of the taiko and the fue as festival music. We feel good when we hear such sounds.

When we entered this high school, the Traditional Japanese Music Club gave us a welcome concert. At first I was [B] because many students played the koto and the shamisen very well. I was moved by their beautiful music. After that, I entered the club and started to practice playing the koto. I have played the koto for two years. Now I like the koto very much. And I want to know many things about traditional Japanese music.

One day, the teacher of our club said, “Have (to, ever, you, the sounds, listened) of nature carefully?” For example, the sound of the wind, the songs of birds. Those sounds make us happy. Japanese people in the old days loved such sounds of nature. They tried to take in the sounds of nature for music. The koto and the shakuhachi were made of natural things like wood and bamboo. And the koto and the shakuhachi were used to express the sounds of nature. In this way, Japanese people have created traditional Japanese music for a very long time.”

The sounds of nature are very beautiful. When I listen to traditional Japanese music, I can understand ㉕that. If you listen to traditional Japanese music, you will understand the same thing too. Traditional Japanese music is an important part of Japanese culture. Everyone, let’s take pride in traditional Japanese music and listen to it.

注 part 一部 traditional 伝統的な most of ～ ～の大部分 era 時代
 thought<think の過去形 Western 欧米の take in ～ ～を取り入れる education 教育
 far away 遠く離れて forgotten<forget (忘れる) の過去分詞形 Christmas クリスマス
 enter 入る welcome concert 歓迎コンサート be moved 感動する nature 自然
 wind 風 be made of ～ ～でできている natural 自然の wood 木 bamboo 竹
 express 表現する in this way このようにして create つくりだす
 take pride in ～ ～を誇りに思う

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 presents | B happy |
| イ | A music | B sad |
| ウ | A dinner | B tired |
| エ | A songs | B surprised |

問2 下線㉔、㉕が、それぞれ意味の通る英文になるように、()の中の語(句)を並べかえて英文を完成させなさい。ただし、文頭にくる語も小文字で示しています。

問3 下線㉔の内容を、日本語で具体的に書きなさい。

問4 次の(1)、(2)の問いに、それぞれ英語で答えなさい。

- (1) When do Japanese people enjoy festival music played with the taiko and the fue?
- (2) How long has Masako played the koto?

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 Western people studied many things about traditional Japanese music in the Meiji era.
- イ Masako doesn’t think that Japanese people have forgotten traditional Japanese music.
- ウ Masako thinks that traditional Japanese music is very popular among many Japanese people.
- エ Japanese people expressed the sounds of nature by using the koto and the shakuhachi.
- オ Masako was moved by Western music at the welcome concert.

問6 雅子が、このスピーチで、皆にすすめていることはどのようなことですか。日本語で書きなさい

◆ 解答用紙 ◆

問1		
問2	㉑	() music around us.
	㉒	Have () of nature carefully?
問3	㉓	
問4	(1)	
	(2)	
問5		
問6		

◆ 解答 ◆

問1	エ	
問2	㉑	(There are many kinds of) music around us.
	㉒	Have (you ever listened to the sounds) of nature carefully?
問3	㉓	自然の音がとても美しいということ。
問4	(1)	They enjoy it in summer and fall.
	(2)	She has played it for two years.
問5	イ	エ
問6	伝統的な日本の音楽を誇りに思い、それを聞くこと。	

◆ 解説 ◆

問1 [A] 話の流れから、音楽に関する言葉が入る。

[B] 直後に、「多くの生徒たちが琴と三味線をとて上手に演奏したので」と続けていることから考える。

問2 ㉑ There are[is] ～. =「～があります[います]」 many kinds of ～=「多くの種類の～」

㉒ 「あなた方は自然の音に注意深く耳を傾けたことがありますか」 <Have[Has]+主語+ever+過去分詞～?>=「(これまでに) ～したことはありますか」

問3 直前の文の内容を受けている。

問4 (1) 問いは「日本人たちは、太鼓や笛で演奏される祭りの音楽をいつ聞きますか」。第4段落最後から2文目参照。

(2) 問いは「雅子は琴を弾いてどのくらいになりますか」第5段落最後から3文目参照。

問5 イ 「雅子は日本人が伝統的な日本の音楽を忘れてしまったとは思っていません」第4段落第1・2文参照。

エ 「日本人は琴や三味線を使って自然の音を表現しました」第6段落最後から2文目参照。

問6 最終段落最終文参照。

◆ 問題 ◆ 20 - 4 - 42

次の文は、ジェーン (Jane) さんが高校生のころのできごとを述べたものです。これを読んで、各問いに答えなさい。

(鳥取県 2008 年度)

One summer day, my sister, Kate, took my father and me to the city in her car. My father had a *business meeting, and Kate and I wanted to see a movie. When we got to his office, he said, "Let's meet here at five thirty. Enjoy the movie!"

We enjoyed the movie very much. After the movie, we still had some time before five thirty. "Another movie will start in ten minutes. Let's watch it!" I said. But my sister didn't like ① the idea. She said, "We can watch only part of the movie." "I really like the movie star in it. Please!" "Well, OK. But we have to leave at five." The second movie was very exciting. We *forgot the time.

When my sister looked at her watch, she couldn't believe her eyes. "Oh, it's already five thirty. We must (②) now!"

In the car, my sister said, "I think *Dad will be very *angry." I didn't know what we should say to him.

He was waiting in front of his office when we got there. It was six thirty. He said, "(③) Why are you so late?" "The streets were very *crowded because there was a car *accident," I answered. "That's OK. Let's go home."

My father got into the car and asked, "How was the movie?" I said, "We enjoyed both movies." "Both movies? What do you mean?" he said. My sister looked at me, but it was too late. Now ④ he knew why we were late. He looked angry, so we couldn't speak.

In the car, he didn't say a word. My sister said to him, "I'm sorry, Dad." He didn't answer. I tried to say something, but when I looked at his face, I couldn't.

We returned home. When we got out of the car, he said *angrily, "**Don't ever *lie to me again." Then he said in a softer *voice, "I worried about you very much when I was waiting for you." He went in the house. ⑤ "I'm sorry, Dad." I said.

注 business meeting 会議 forgot forget (忘れる) の過去形 dad お父さん angry 怒った crowded 混雑して accident 事故 angrily 怒って Don't ever ~ 決して～してはいけない lie うそをつく voice 声

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 父親も、ジェーンさんと姉と一緒に映画を見て楽しんだ。
- イ ジェーンさんと姉は、父親と待ち合わせの場所を決めていなかった。
- ウ 2本目の映画には、姉が好きな映画スターが出演していた。
- エ ふと時計を見た姉は、すでに約束の時間になっていて驚いた。
- オ 帰宅途中の車の中で、姉は謝ったが、父は何も答えなかった。
- カ 帰宅後、父は何も言わずに家の中へ入っていった。

問2 下線部①はどのような考えか、日本語で書きなさい。

問3 本文の内容から判断して、(②) 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4 (③) 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 What happened to you?
- イ Where are you going?
- ウ Excuse me.
- エ Nice to meet you.

問5 下線部④について、誰のどんな言葉で父親は気がついたのか、日本語で書きなさい。

問6 下線部⑤の時のジェーン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 約束の時間をもっと遅くしておけばよかった。
- イ 父親に心配をかけてしまって申し訳ない。
- ウ 父親にあまり怒られずにすんでよかった。
- エ 姉と一緒に映画を見るのはもういやだ。

問7 次の英文は、このできごとがあった翌日に、ジェーンさんが父親にあてた手紙です。本文の内容から判断して、(ア)～(エ)にあてはまる語として最も適当なものを、それぞれ英語一語で書きなさい。

Dear Dad,

I lied to you yesterday. It was not Kate's *fault. I wanted to watch the second movie because my (ア) movie star was in it. So I (イ) her to watch it with me.

As you know, there was no car accident. In the car, you knew why we were late. You looked very angry, so I was (ウ) of you and I couldn't say (エ) to you. But, of course, I know it is wrong to lie. I'll never lie to you again. I'm sorry, Dad.

Love,
Jane

注 fault 過失, 誤り

◆ 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	エ, オ	
問2	(時間があつたので)もう1本映画を見るという考え	
問3	go / leave	
問4	ア	
問5	ジェーンさんの「両方の映画 (を楽しんだ)」という言葉	
問6	イ	
問7	ア	favorite
	イ	asked
	ウ	afraid
	エ	anything

◆ 解説 ◆

問1 エ 第1段落最後から2文目と第3段落第1・2文参照。

オ 第7段落第2・3文参照。

問2 第2段落第3・4文の内容をまとめればよい。

問3 すでに待ち合わせの時間になってしまっていることから考える。

問7 ア favorite = 「大好きな」 第2段落第7文参照。

イ <ask+(人)+to ~> = 「(人) に~するように頼む」

ウ be afraid of ~ = 「~を怖がる」

エ 「…私はあなたに何も言うことができませんでした」 否定文なので, something ではなく, anything が入る。

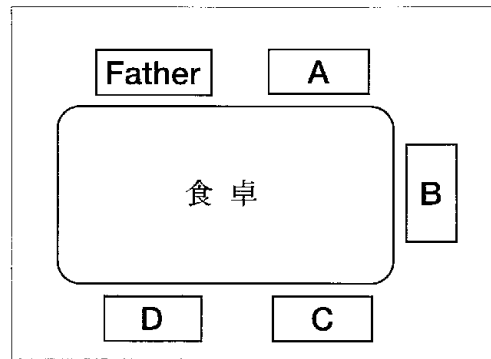
◆ 問題 ◆ 20 - 4 - 43

次の1～3の英文について、それぞれの質問の答えとして最も適当なものを、ア～エの中から一つずつ選び、記号で答えなさい。

(*印のついている単語には〈注〉があります。)

(島根県 2008年度)

1. There are five people in my family. At dinner, my mother sits next to my father. My sister sits just in front of my mother. My grandmother sits between my mother and my sister.



図中のA～Dはいすの位置を示す。

質問 Where do I sit?

- ア A イ B ウ C エ D

2. Emi is fourteen years old. She went to a zoo with her parents and her five-year-old sister.

入場料金表

Adults	¥1,200
Students (under 18)	¥ 700
Children (under 10)	¥ 500
Children (under 6)	*FREE

注 free 無料の

質問 How much did Emi's family need to buy the tickets for the family?

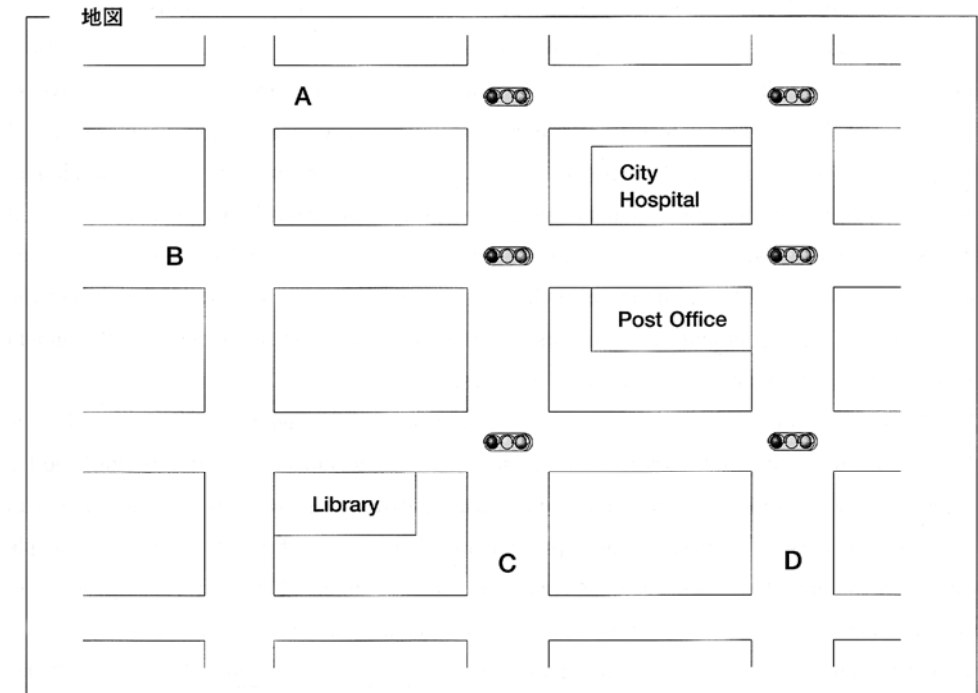
- ア 1,900 yen イ 2,400 yen ウ 3,100 yen エ 3,600 yen

3. (Two people are talking on the street.)

An American woman: Excuse me, but could you tell me the way to City Hospital?

Naoko: Sure. Go down this street and turn right at the second traffic light. You will see it on your left.

An American woman: Thank you.



質問 Where are they now?

- ア A イ B ウ C エ D

◆ 解答用紙 ◆

1		2	
3			

◆ 解答 ◆

1	エ	2	ウ
3	ウ		

◆ 解説 ◆

1. 第2文からAがお母さんになり, 続いて第3文からCがお姉さん[妹]になる。最後に第4文からBがおばあさんになるので, 残りのDが私になる。
2. えみさんは14歳なので700円。両親は大人2人なので2400円。5歳の妹は無料なので, 合計すると3100円になる。
3. 市立病院が2つ目の信号で右に曲がった左側に見えると言っていることから考える。

◆ 問題 ◆ 20 - 4 - 44

次の英文は、中学生のまさるさんが学校新聞に載せた介助犬 (partner dogs) についての記事です。これを読んで、あとの問1～問6に答えなさい。なお、文中の[1]～[3]は、段落を示す番号です。
(*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 2008年度)

[1] Partner dogs help the people who can't walk well or can't use their hands well because they had accidents or got sick. The people who use partner dogs are called "users." How do partner dogs help their users? Many partner dogs in Japan are *Labrador Retrievers. The name of "Retriever" comes from "retrieve." To retrieve means finding something and bringing it back. They like to retrieve. That is important because bringing something to their users is one of their jobs. Partner dogs also understand about 50 words and do a lot of things for them. Partner dogs help their users when they open and close doors, and go shopping. Thanks to them, the life of their users becomes easier. They give their users the chance to try ①something new ; their users can go out and meet other people. We should understand that they are important for their users.

[2] Bruce, the first partner dog, came to Japan from the United States in 1992. It was difficult for him to live and work in small houses or streets in Japan. The dog couldn't do his job well. Then people thought, "We should *train partner dogs in Japan." They began to train partner dogs. The first Japanese partner dogs began to work in 1995. In 2002, people with their partner dogs took buses or trains for the first time. The next year, people and their partner dogs began to go into supermarkets, restaurants, and hotels together. Now, there are about 40 partner dogs in Japan, but ②that is not enough. More than 10,000 people need them.

[3] I think we have something to do for partner dogs. Training many dogs is not easy because it takes a lot of time and needs a lot of money. I hope we will collect money to train them. And when we see them on the streets or in restaurants, ③we should not talk, or give food to them. If we do so, they can't do their jobs well. We should watch them *warmly.

注 Labrador Retriever ラブラドル・レトリバー (犬の種類) train ～を訓練する
warmly 温かく

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

- ア The job of partner dogs is only bringing something to their users.
- イ Partner dogs can't understand any words, but they can do their jobs.
- ウ The partner dog which came from the United States did not do a good job in Japan.
- エ The people who train partner dogs are called "users."
- オ People could not eat in restaurants with their partner dogs before 2003.

問2 ラブラドル・レトリバーにはどんな特性がありますか。本文の内容にしたがって日本語で答えなさい。

問3 下線部(1)の内容は何か。本文の内容にしたがって具体的に日本語で答えなさい。

問4 下線部(2)の表す内容として最も適当なものを次のア～エの中から一つ選び、記号で答えなさい。

- ア 介助犬が入ることができる場所が少ない。
- イ 介助犬の訓練施設が足りない。
- ウ 介助犬の数が足りない。
- エ 介助犬を育てるお金が足りない。

問5 下線部(3)の理由を、本文の内容にしたがって日本語で答えなさい。

問6 本文の[1]～[3]の各段落の内容に最もふさわしい見出しを、それぞれア～カの中から一つずつ選び、記号で答えなさい。

- ア What Can We Do for Partner Dogs?
- イ Users Open Doors for Partner Dogs
- ウ It Is Easy to Train Many Dogs
- エ The Difference Between American and Japanese Culture
- オ The History of Partner Dogs in Japan
- カ How Useful Partner Dogs Are!

◆ 解答用紙 ◆

問1		
問2		
問3		
問4		
問5		
問6	[1]	[2]
	[3]	

◆ 解答 ◆

問1	ウ	オ		
問2	物を見つけてもってくることを好む特性			
問3	外出して人に会うこと			
問4	ウ			
問5	介助犬がうまく仕事をするできないから			
問6	[1]	カ	[2]	オ
	[3]	ア		

◆ 解説 ◆

- 問1 ウ 「アメリカからやって来た介助犬は、日本ではうまく働きませんでした」 第2段落第1・3文参照。
 オ 「2003年以前は、介助犬と一緒にレストランで食事をするできませんでした」 第2段落第7・8文参照。
- 問2 第1段落第6・7文の内容をまとめればよい。
- 問3 :の後ろに書かれている。
- 問4 that は文の前半の there から in Japan までの内容を指している。
- 問5 直後の文参照。
- 問6 カ 「介助犬は何と役に立つのでしょうか」 <How+形容詞[副詞]+主語+動詞!>は「なんて～だろう」という意味を表す感嘆文。

◆ 問題 ◆ 20 - 4 - 45

次の英文は、和太鼓（wadaiko）チームのメンバー（member）である中学生の Keita について述べたものである。問1～問6に答えなさい。

(岡山県 2008 年度)

Keita is a junior high school student. He joined a wadaiko team two years ago. The members of the team practice the wadaiko every Tuesday and Thursday in a community center.

A month ago, Keita started to practice the wadaiko for a concert. He was a good wadaiko player when he played alone. But he felt he was not a good player when he played the wadaiko in a team. He practiced harder, but he didn't feel that he was becoming a better player. He wanted to know how to play the wadaiko well in the team. So he talked to his wadaiko teacher about his trouble. She told him about her own story.



She said, "I started to practice the wadaiko twenty years ago. At first, I could enjoy playing it. [(a)] But one day in November, when our first concert was coming, a very sad thing happened to me. My father became sick. It was difficult for me to practice for the concert. So (ア) I was worried about the concert. I told the wadaiko members about my trouble. After they listened to my story, they asked me to keep practicing the wadaiko because I was a member of the team. They also told me that teamwork was very important. They helped me a lot. [(イ)], when I managed to find free time, they came to the community center to practice with me. We were able to practice enough. They (ウ) give me kind words and encouraged me when I was tired. Our first concert was a big success. I understood that playing the wadaiko together was a lot of fun. [(b)]"

She also said, "Keita, you are a good wadaiko player, but you must understand that you are a member of our team. I think you should communicate with all the members in our team. If you talk to them, they can understand you and have the same goal. Then you will be able to play well in the team. [(c)]"

Before listening to her story, Keita thought that the important thing was to learn how to play the wadaiko well. But he understood that it was also important to communicate with all the members of his team and think about them when they played together.

Soon he started to talk with all the members. He enjoyed playing the wadaiko as a member of the team.

Now his wadaiko team is practicing hard. He hopes that many people will come and enjoy the concert. [(d)]

注 community center 公民館 concert コンサート player 演奏者 alone 一人で
trouble 悩み事 happen 起こる keep ~ing ~し続ける teamwork チームワーク
manage to ~ なんとか~する be able to ~ ~することができる enough 十分に
encourage 励ます success 成功 understood understand の過去形 same 同じ
goal 目標 thought think の過去形

問1 下線部 (ア) の理由を、次の書き出しに続けて日本語で説明しなさい。

父が病気になるので、 から。

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

- (1) But (2) At home (3) For example (4) In the future

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 次の英文を入れる位置として最も適当なのは、[(a)] ~ [(d)] のうちではどれですか。

My father was very glad to watch our concert on the video.

問5 Keita が和太鼓の先生の話聞いて理解したことについて、次の書き出しに続けて日本語で説明しなさい。

先生の話聞く前は、大切なことは、和太鼓を上手に演奏する方法を学ぶことだと思っていたが、
 ことを理解した。

問6 本文の内容と合っているのは、(1) ~ (5) のうちではどれですか。二つ選びなさい。

- (1) Keita couldn't play the wadaiko well with the members of his team, so he didn't practice the wadaiko.
(2) Keita asked his wadaiko teacher to teach him how to play the wadaiko well in a team.
(3) Keita's wadaiko teacher said to the members of her team, "I will help you when you are tired."
(4) Keita's wadaiko teacher was able to play in her first concert because the members of her team helped her.
(5) Keita's wadaiko team practiced hard and their concert in a community center was a big success.

◆ 解答用紙 ◆

問1	父が病気になったので、()から。	
問2		
問3		
問4		
問5	先生の話を聞く前は、大切なことは、和太鼓を上手に演奏する方法を学ぶことだと思っていたが、 ことを理解した。	
問6		

◆ 解答 ◆

問1	父が病気になったので、(コンサートに向けて練習することが難しくなった)から。	
問2	3	
問3	gave	
問4	b	
問5	先生の話を聞く前は、大切なことは、和太鼓を上手に演奏する方法を学ぶことだと思っていたが、(チームのすべてのメンバーとコミュニケーションをとり、一緒に演奏する時には、すべてのメンバーのことを考えて演奏することも大切である)ことを理解した。	
問6	2	4

◆ 解説 ◆

- 問1 So (だから) があるので、直前の文に理由が書かれていることがわかる。It is ... for -to ~. =「～にとって～することは...だ」
- 問2 (イ)のあとに、彼らがどのようにして助けてくれたかという具体例が述べられていることから考える。
- 問3 話の流れから過去の文であることがわかるので、過去形にする。
- 問4 「父はビデオで私たちのコンサートを見て、とても喜びました」 Keita の和太鼓の先生の、初めてのコンサートに関する内容の英文であることから考える。
- 問5 第5段落最終文参照。
- 問6 (1) 「Keita はチームのメンバーとうまく和太鼓を演奏することができなかったため、和太鼓の練習をしませんでした」 チームの中でうまく演奏することができなかったため、Keita はより一生懸命に練習した。
 (2) 「Keita は和太鼓の先生に、チームの中でうまく和太鼓を演奏する方法をたずねました」 第2段落第5・6文参照。
 (3) 「Keita の和太鼓の先生はチームのメンバーに、『疲れたら、助けてあげます』と言いました」 そのような記述はない。
 (4) 「Keita の和太鼓の先生はチームのメンバーが助けてくれたので、初めてのコンサートで演奏することができました」 第3段落第10文と第14文参照。文脈から先生が演奏に参加していたことが読み取れる。
 (5) 「Keita の和太鼓のチームは一生懸命に練習し、彼らの公民館でのコンサートは大成功でした」 公民館で行われているのは練習。コンサートはまだ行われていない。

◆ 問題 ◆ 20 - 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 2008年度)

Maki is a high school student. She went to New Zealand and stayed with the Jackson family last March. In the family, there were Mr. and Mrs. Jackson and their child, Emily. She was as old as Maki.

One night, Maki showed some pieces of colored paper to the Jackson family and asked them, "Do you know origami?" Emily answered, "Yes, but I've never tried." Maki said, "Look. This is a paper crane. Cranes are famous birds in Japan." Emily said, "Wow, it's beautiful. I want to try." She began to fold a paper crane and Maki helped her. But Emily couldn't do it well. She said, "It's very difficult." Maki said, "Don't worry. You can do it." About ten minutes later, Emily finished folding her paper crane. She said, "Father, look at this!" Mr. Jackson said, "It looks a little different but it's very good."

Then Mrs. Jackson asked Maki, "Do you know our national bird, kiwis?" Maki said, "No. What do they look like?" Mrs. Jackson answered, "They have long bills but their wings are very . So they can't fly. Look at this picture." Mrs. Jackson showed it to Maki. Maki said, "Oh, it's very cute. I want to see one." Mr. Jackson said, "OK. Let's go to the bird park this Sunday!" ①It (Maki see exciting for to was kiwis).

On Sunday afternoon, they went to the bird park by Mr. Jackson's car. In the park there were many kinds of birds and other animals. Maki was surprised because there weren't cages and the fences were very short. Maki took many pictures of them. Then they went to the kiwi house. Mr. Jackson said, "Maki, we can't take pictures ②here because kiwis are very sensitive. We can usually see them only at night because they are nocturnal. Now they are in the dark room. Shall we go and see them?" Maki said, "OK. I understand." Then they went into the house. Maki said, "Oh, I can't see anything. Are there any kiwis?" Emily answered, "Wait, we can see them soon." Maki said, "OK. Oh, I've found some kiwis. Wow, they have really long bills! And they are bigger than I thought." Maki had a really good time in the park.

After the dinner in the park, it was already dark. They took Maki to the mountain near the park. Emily said, "I want to show you something. Come here." Maki was surprised and said, "Oh, we can see a beautiful night view of your town. And look at the sky! There are many stars. Thank you very much. I had a wonderful time today."

After coming back to Japan, Maki got a letter from Emily. In the letter she said, "Thank you for sending me an origami book. Now I can .

 Maki found a beautiful paper crane with the letter.

注	New Zealand	ニュージーランド	some pieces of ~	何枚かの～
	colored paper	色紙	crane	ツル (鳥の一種)
	kiwi	キーウィ (鳥の一種)	bill	くちばし
	cute	かわいい	cage	鳥かご
	sensitive	敏感な	nocturnal	夜行性の
	night view	夜景	fold	折る
			wing	翼
			fence	塀
			dark	暗い

問1 次の(1)・(2)に対する答えを、日本語で書きなさい。

- (1) ある夜、エミリーは真紀の助けを借りて折り紙で何を折りましたか。
- (2) ジャクソン一家は公園で夕食をとったあと、真紀をどこへ連れて行きましたか。

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 beautiful イ blue ウ small エ strong

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②here はどこを指していますか。本文中から3語の最も適切な英語を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) Was Emily older than Maki?
- (2) Why are kiwis usually seen only at night?

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 Emily knew how to fold a paper crane when Maki asked her about origami.
- イ Maki could not take a lot of pictures in the bird park.
- ウ The Jackson family and Maki saw only kiwis in the bird park.
- エ Maki thought the night view she saw from the mountain was beautiful.

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。

◆ 問題 ◆ 20 - 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 2008年度)

Takuya visited Mr. Smith in London during the spring vacation. He stayed at Mr. Smith's house. Takuya went to some famous places in London with Mr. Smith.

One day, Takuya wanted to visit other places near London by himself and he told Mr. Smith about it. Mr. Smith said, "Go to Brighton. It's a beautiful city, and it's easy to get there."

Takuya read the timetable many times and he knew that he needed to take a train at 7:40 in the morning. He got to the station at 7:30. He sat on a chair and looked around him. Then he felt that (A) something was wrong. He looked at the clock in the station building. It was 8:30.

Takuya was very surprised, so he looked at his watch, but it was still 7:30. He asked an old lady who was sitting next to him, "Excuse me, but (B)?" She looked at her watch and answered, "Well, it's 7:30, young man." He was relieved. But suddenly, the old lady said to him again, "Oh, sorry. It's 'summer time' now. It started last night, so it's 8:30 now."

Takuya didn't understand the old lady's words, but just then her train came. He took the next train at 8:40 and went to Brighton. He enjoyed walking around the city.

Takuya took a train back to London in the evening. He told Mr. Smith about his conversation with the old lady at the station. Mr. Smith laughed and said, "I'm sorry, Takuya. I wanted to tell you about summer time this morning, but I forgot." "What's summer time? Please tell me about it," Takuya asked. "We have long daytime in summer, so between March and October, we put the clock forward one hour and then back again in fall. We do it to use the daytime more usefully," Mr. Smith said.

Takuya came back to Japan. He told his family about summer time. His mother said, "Many countries introduced summer time a long time ago. It was once introduced in Japan about sixty years ago. But (C), so they soon stopped it. Some people say that we should introduce summer time again in Japan." "There are some good points and also some problems," Takuya thought. He wanted to learn more about summer time.

注 by himself 自分一人で	Brighton ブライトン(イギリス南部の都市)
timetable 時刻表	clock 時計
suddenly 突然	was relieved ほっとした
daytime 昼間(日中)	conversation 会話
usefully 有効に	laugh(ed) 笑う
	put the clock forward(back) 時計を進める(戻す)
	introduce(d) 導入する
	good points 利点

問1 下線部(B), (C)には、次の1～4のうち、どれを入れればよいか。それぞれ1つ選び、記号で答えなさい。

- | | | |
|-----|-----------------------------|---------------------------------|
| (B) | 1 what did you say | 2 are you waiting for the train |
| | 3 do you have a timetable | 4 what time is it now |
| (C) | 1 it was not difficult | 2 it was not very cute |
| | 3 it did not become popular | 4 it did not go back |

問2 下線部(A)で、Takuya がそのように感じたのはなぜか。理由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 Takuya got up late and forgot to bring his watch.
- 2 Takuya's watch wasn't showing the right time.
- 3 Mr. Smith didn't come to the station to meet Takuya.
- 4 Mr. Smith told Takuya the wrong way to Brighton.

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 Takuya wanted to visit beautiful cities by the sea with Mr. Smith.
- 2 Takuya's train came at 7:40 and he took the train with the lady he met.
- 3 Mr. Smith explained summer time to Takuya one morning.
- 4 Takuya learned about one useful idea for using the daytime.

問4 次の文は、本文を要約したものである。本文の内容に合うように、次の下線部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。

During the spring vacation, Takuya stayed at Mr. Smith's house in London. They visited some places, but one day Takuya decided to go to Brighton, a beautiful city ①(n _____) London.

Takuya went to the station. His watch showed 7:30, but the time the clock at the station showed was ②(d _____). It was already 8:30. He didn't understand why. An old lady told him about something he didn't know. It was "summer time."

When Takuya came back from Brighton, he told his story to Mr. Smith. Mr. Smith said he was ③(s _____) and explained summer time.

Summer time was once introduced in Japan many ④(y _____) ago but people stopped it. Takuya wanted to know why.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(B)	4	(C)	3
問2	(A)	2		
問3	4			
問4	①	near		
	②	different		
	③	sorry		
	④	years		

◆ 解説 ◆

- 問1 (B) 直後の文に着目する。女性が時間を答えていることから考える。
 (C) 直後に「だからすぐにやめました」と続けているので、サマータイムをやめた理由と考えられるものを選ぶ。
- 問2 2 「Takuya の腕時計が正しい時間を示していなかった」 第4段落参照。
- 問3 4 「Takuya は昼間の時間を使うための、1つの有効な方法について学びました」 第6段落第5～最終文参照。
- 問4 ① 第2段落第1・2文参照。
 ③ 第6段落第3文参照。
 ④ 第7段落第4・5文参照。

◆ 問題 ◆ 20 - 4 - 48

次の英文は、英語の授業で達也 (Tatsuya) さんが発表した、My Summer Vacation と題するスピーチである。これを読んで、問1～問6に答えなさい。

(徳島県 2008年度)

注 experience 体験, 体験する piece(s) 切れ, かけら vegetable(s) 野菜 soil 土
uncle おじさん in the suburbs 郊外で smell においがする cow(s) 牛
far away 遠くの grow 育てる agricultural chemicals 農薬

Hello, everyone. I'm going to talk about my exciting experience during summer vacation. Do you often go to the supermarket? We can see many kinds of food there. But look at them carefully. Fish is already cut into small pieces, and vegetables don't have any soil on them. Today many of us don't know much about the food we eat every day. I wanted to learn more about food, so I asked my uncle living in the suburbs of our town, "May I stay at your farm for a week?" "Sure," he answered. I talked about this idea to my friend Yukio. He said, "That sounds interesting. Can I go with you?"

My uncle welcomed us. He said to us, "If you want to make your stay more interesting, you should watch our work on the farm carefully and ask me questions when you have something you don't know."

On the first morning, we got up at five. We went out to the fields to get vegetables. I was surprised to know that vegetables smell good in the fields. Then my uncle taught us how to get milk from the cows. Yukio cried, "Oh, it's very difficult. I thought that it was much easier." At breakfast, we ate the food we got with our own hands. ① That made us very happy. We enjoyed eating all the food on the table. After breakfast, my uncle taught us how to clean the houses of animals. We did it together. There were many things we didn't know, so we asked him many questions during lunch. The work in the morning was very hard and made us very tired, so we slept a little in the afternoon. Then we walked around the farm to see and understand how to work on the farm. A week passed like this.

On the last evening, we talked with my uncle about the work on the farm after dinner. ② I asked him, "_____?" "Yes, of course," he answered. "But I think it is really hard. How can you enjoy it?" I asked again. Then he said, "I love all the animals and vegetables on the farm. I've taken care of them since they were born. To me they are like my children. So I can enjoy the hard work. By the way, I have two things I want you to do." "What are they?" Yukio asked. "First, please try to eat all kinds of food. When I hear that someone doesn't like eating vegetables, I feel very sad," he said. "What is the second?" I asked. "Please be interested in the food which is made in our town. Today, a lot of food comes from the far away places. But we want the people in our town to eat the good food we make for them. We are trying to grow some vegetables for them without agricultural chemicals," he said.

At night, Yukio and I talked about my uncle's words. "What do you think of your uncle's words?" Yukio asked. I answered, "I was very impressed by them. ③ There are some good things for us in eating the food made in our town. It tastes very good, and it's easier to know where and how it is made. And" "And it is not expensive, because we don't have to carry it from other place," Yukio said. "That's right," I said. It was a very short stay, but I learned a lot of important things from it.

Thank you.

問1 達也さんのおじさんが、達也さんと幸夫 (Yukio) さんに、農場での滞在をもっとおもしろくするために心がけるよう言ってくれたことがらを2つ日本語で書きなさい。

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

(a) Does Tatsuya think many people know much about the food they eat every day? (3語)

(b) What did Tatsuya and Yukio do after breakfast on the first morning? (6語)

問3 下線部①で、達也さんと幸夫さんがとてもうれしいと感じたとあるが、その理由として最も適するものを、ア～エから1つ選びなさい。

- ア 朝食に出されたすべての食べ物が、とてもおいしかったから。
- イ 早朝の厳しい仕事がようやく終わって、ほっとしたから。
- ウ 自分たち自身の手でとってきた物を、朝食で食べたから。
- エ みんなで食卓を囲んで、楽しく朝食を食べたから。

問4 前後の文の意味が通るように、下線部②の [] に6語以上の英語を入れて、英文を完成させなさい。ただし、符号は語数に含めない。

問5 下線部③にある some good things の具体的な内容を、達也さんと幸夫さんの対話から3つ読み取り、日本語で書きなさい。

問6 本文の内容と合うものを、ア～カから2つ選びなさい。

- ア Yukio made a plan to stay at the farm and asked Tatsuya to go with him.
- イ On the first morning Tatsuya got milk from the cows, and then went to the fields.
- ウ The work in the morning was exciting, so Tatsuya and Yukio didn't feel tired.
- エ Tatsuya and Yukio walked on the farm to learn how they should work there.
- オ Tatsuya's uncle has taken care of his own children since they were born.
- カ Tatsuya's uncle said that he wanted Tatsuya and Yukio to eat all kinds of food.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	農場でのおじさんたちの仕事をよく観察すること。	
	わからないことがあればおじさんにたずねること。	
問2	(a)	No, he doesn't.
	(b)	They cleaned the houses of animals.
問3	ウ	
問4	(例) Do you like the work on the farm	
問5	自分の町で作られた食べ物は、とてもおいしい。	
	自分の町で作られた食べ物は、それがどこで、どのように作られているかが、よりわかりやすい。	
	自分の町で作られた食べ物は、ほかの場所から運ぶ必要がないので、高価でない。	
問6	エ	カ

◆ 解説 ◆

問1 第2段落第2文参照。

問2 (a) 問いは「達也さんは、多くの人々が自分たちの毎日食べている食べ物について、たくさん知っていると思っていますか」。第1段落第7文参照。

(b) 問いは「達也さんと幸夫さんは初日の朝、朝食のあとに何をしましたか」。第3段落第10・11文参照。
問3 下線部①は<make+(人)+形容詞>で「(人)を～にする」という文なので、主語が理由を表している。この文の主語 That は、直前の文の内容を受けている。

問4 第4段落第1文から、農場での仕事についてたずねていることがわかる。また、第4段落第5文から、「好きですか」「楽しいですか」などの質問であったことがわかる。

問5 第5段落第5文と第7文参照。

問6 エ 「達也さんと幸夫さんはそこでどのように働くべきかを知るために、農場を歩きました」第3段落最後から2文目参照。

カ 「達也さんのおじさんは、達也さんと幸夫さんにあらゆる種類の食べ物を食べてもらいたかった」<want+(人)+to ~>=「(人)に～してもらいたい」第4段落第12文参照。

◆ 解答 ◆

問1	I <u>think some of you like to ride</u> bikes fast.		
問2	saw	問3	イ
問4	(解答例) She was taken to the hospital soon.		
問5	Some <u>accidents are caused by people using</u> umbrellas.		
問6	ウ		
問7	(解答例) Many students come to school by bike.		
問8	イ	問9	ア

◆ 解説 ◆

- 問1 「あなたがたのうちの何人か」 = some of you 「～するのが好きだ」 = like to ～
 問2 One day (ある日) とあるので、過去の文であることがわかる。
 問3 fall down = 「倒れる」 fell はfall の過去形。
 問4 take (連れていく) を使って、過去の受動態の文を書けばよい。
 問5 「かさを使っている人たちによって起こされる事故もあります」 「～によって起こされる」 = be caused by ～
 using umbrellas が people を修飾する。
 問6 in front of ～ = 「～の前の[に]」
 問7 「自転車通学をする」は「自転車で学校へ行く[来る]」と考えればよい。「自転車で」 = by bike
 問9 スピーチを終えるときに、「以上です」の意味で使う。

◆ 問題 ◆ 20 - 4 - 50

次の文章は、東京の高校に通っている洋が、香川県を訪れたときのことについて書いたレポートである。これを読んで、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 2008年度）

I went to Kagawa last week and ① a good time there. I want to write about my trip to Kagawa.

In Tokyo, Kagawa is very famous for Sanuki udon. Last year I watched a movie about udon on video, and it was very interesting. In the movie, udon looked very delicious. I wanted to go to Kagawa to eat udon very much.

When I got to Kagawa, I was surprised to see a lot of udon restaurants there. I read a book about Kagawa and decided to visit one restaurant. I went there to eat my first Sanuki udon. There were many kinds of udon in the restaurant. I did not know how to order udon. I was only standing in the restaurant. Then a man came to me and explained about ② it.

The man and I sat together and ate udon. He asked me, “③ ?” I said, “From Tokyo. I have never *eaten delicious udon like this.” He said, “Of course. I’m very *proud of Sanuki udon. I think I’m really happy because in Kagawa I can eat delicious udon every day. I want everyone to be a big fan of it.”

I was ④ after lunch, and I took a train to visit a city near the sea. One of my favorite movies was made there. When I walked in the city, I was glad to see many places *shown in the movie. I thought that I was one of the people in the movie.

Suddenly it began to rain and I did not have an umbrella. Then an old woman called to me from her house. She said, “Please use this.” I said, “Thank you, but I don’t live in Kagawa. ⑤ So .” But she said, “That’s all right. You can give it to someone in need.”

⑥ to the umbrella, I *was able to enjoy seeing other places.

I will never forget delicious udon and the *scenery in Kagawa. But the best *memory in Kagawa was the warm people I met. I will go back to Kagawa to meet those people again.

注 eaten eat の過去分詞	proud 誇りを持っている	shown show の過去分詞
was able to ～ ～できた	scenery 風景	memory 思い出

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

ア made イ sent ウ had エ lost

問2 下線部②の it が指しているのはどのようなことがらか。日本語で書け。

問3 ③の 内には、洋がうどん屋で会った男性の質問が入る。本文の内容を参考にして、その質問を3語以上の英文一文で書け。ただし、疑問符、コンマなどの符号は語として数えない。

問4 ④の 内にあてはまる語は、本文の内容からみて、次のア～エのうちのどれか。最も適当なものを一つ選んで、その記号を書け。

ア full イ loud ウ strange エ frightened

問5 下線部⑤の So 内には、洋の言葉が入る。本文の内容を参考にして、So で始まる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6 下線部⑥を、「かさのおかげで」という意味にするには、 内に、どのような語を入れたらよいか。最も適当な語を一つ書け。

問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、それぞれ英文一文で書け。ただし、それぞれの解答欄に与えられた語で始めること。

- (a) Where did Hiroshi go after lunch?
- (b) Why does Hiroshi want to visit Kagawa again?

問8 次の㉞～㉟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。

- ㉞ Hiroshi visited Kagawa and he was surprised to see a movie about udon there.
- ㉟ A man came to Hiroshi and told him the way to a good udon restaurant in Kagawa.
- ㊱ Hiroshi thought the udon in Tokyo was not as good as the udon he ate in Kagawa.
- ㊲ Hiroshi didn't use the umbrella which an old woman gave to him in Kagawa.
- ㊳ Hiroshi will remember udon, the scenery and the kind people he met in Kagawa.
- ㊴ Hiroshi didn't have a chance to talk with people during his trip to Kagawa.

◆ 解答用紙 ◆

問1	
問2	
問3	_____ ?
問4	
問5	So _____ .
問6	
問7	(a) He _____ .
	(b) Because _____ .
問8	と

◆ 解答 ◆

問1	ウ
問2	(解答例) うどんの注文の仕方
問3	(解答例) <u>Where are you from?</u>
問4	ア
問5	(解答例) <u>So I can't give it back to you.</u>
問6	Thanks
問7	(a) (解答例) He <u>went to a city near the sea.</u>
	(b) (解答例) Because <u>he wants to meet the warm people again.</u>
問8	㉞と㉟

◆ 解説 ◆

問1 have a good time = 「楽しい時を過ごす」

問2 2文前の how to order udon を指している。how to ~ = 「~の仕方, ~の方法」

問3 直後の文に着目する。「東京からです」と答えているので、「どこから来たのですか」とたずねていることがわかる。

問4 be full = 「満腹だ」

問5 話の流れから、「それを返すことができません」という内容の文が入る。

問6 thanks to ~ = 「~のおかげで」

問7 (a) 質問は「洋は昼食後どこへ行きましたか」。第5段落第1文参照。

(b) 質問は「なぜ洋はもう1度香川を訪れたいのですか」。最終段落最終2文参照。

問8 ㉞ 「洋は、東京のうどんは香川で食べたうどんほどおいしくはないと思いました」 第4段落第4文で「このようにおいしいうどんは、今までに1度も食べたことはありません」と言っていることと、内容が一致している。

㉟ 「洋はうどんと風景と、彼が香川で出会った親切な人たちを思い出すでしょう」 最終段落第1・2文の内容と一致している。

◆ 問題 ◆ 20 - 4 - 51

次の英文を読んで、問1～問7の問いに答えなさい。

(愛媛県 2008年度)

Last October, Hiromi's class made a school trip to Kyoto. The city was famous for its old temples. (A) On the ① day of the trip, Hiromi and her friends visited some of them. Hiromi was very happy to see Kinkaiku-ji because she wanted to visit it for a long time. The temple was really beautiful, so she took many pictures of it. When she was walking, she saw a couple who were talking in English. She thought they needed someone's help. She said to them, "Do you have any problems?" The woman said, "Yes. (B) We're looking for it." Hiromi decided to help them with her friends. Ten minutes later, one of her friends, Yuki, found it under a bench. The couple were very happy. They said that they were Mr. and Mrs. Brown from London. After saying goodbye to the couple, Hiromi and her friends went to Ryoan-ji.

Hiromi's class stayed at a hotel in Kyoto. After dinner, Hiromi and Yuki were talking with Mr. Nakata, their teacher, in the lobby. Then Hiromi was surprised to see Mr. and Mrs. Brown. Mr. Brown said, "Hello. (C) I didn't think we would stay at the same hotel." Mrs. Brown said to Mr. Nakata, "Hiromi and Yuki helped us at Kinkaku-ji." Mr. Brown said, "We met a friend in Osaka yesterday and came to Kyoto this morning. We are going to stay here for three days. We'd (D) to see many beautiful places in Kyoto." Hiromi said to the couple, "If you have time, you should go to Ryoan-ji. It has a beautiful garden. I'm sure you'll like it." They enjoyed talking for about thirty minutes and took some pictures together.

Before going back to their rooms, Mr. Nakata said to Hiromi and Yuki, "You did a very good thing today. It's important to understand other people and do something for them. If we can (E) do so, everyone around us will be happy." Hiromi and Yuki agreed.

Two weeks later, Hiromi got a letter from Mrs. Brown.

Dear Hiromi,

How are you? Thank you for everything in Kyoto. We really enjoyed talking with you at the hotel. You advised us to go to Ryoan-ji. So, the next morning we went there. (F) Your information was true! (G) We are very ② in Japanese culture now. We want to visit Kyoto again some day. We enclose some pictures we took together at the hotel. We'll always remember there are very nice young people (H) you in Japan.

Yours,

Susan Brown

Hiromi was very happy to read the letter. She thought, "I had a wonderful experience in my first trip to Kyoto." She wanted to write a letter to Mr. and Mrs. Brown soon.

注 make a school trip to ～ ～に修学旅行に行く be famous for ～ ～で有名である
Kinkaku-ji 金閣寺 couple 夫婦 bench ベンチ Ryoan-ji 龍安寺
lobby ロビー same 同じ advise ... to ～ ...に～するように勧める
enclose ～ ～を同封する Yours 敬具

問1 (A), (G) 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) 「旅行の二日目に」

(G) 「私たちは、今、日本の文化にとっても興味があります。」

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

ア I've broken my watch.

イ I've lost my watch.

ウ I want to show you my new watch.

エ I want to buy a new watch.

問3 (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 I'm glad to see you again.

イ I'll see you later.

ウ What do you mean?

エ May I help you?

問4 (D) と (H) には、同じつづりの英語が1語入る。その1語を本文中からそのまま抜き出して書け。

問5 (E) の指す内容について、次の二つの() にそれぞれ適当な日本語を入れ、具体的に説明せよ。
() して、() こと。

問6 (F) の内容を最もよく表しているものを、次のア～エの中から一つ選び、その記号を書け。

ア Ryoan-ji is more beautiful than Kinkaku-ji.

イ Ryoan-ji is the oldest temple in Kyoto.

ウ There is a beautiful garden in Ryoan-ji.

エ Everyone walks to Ryoan-ji from the hotel.

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 Hiromi went to Kyoto with her family.

イ Hiromi took many pictures of Mr. and Mrs. Brown at Kinkaku-ji.

ウ Hiromi visited Kinkaku-ji and Ryoan-ji for the first time.

エ Hiromi and her friends went to Kinkaku-ji after visiting Ryoan-ji.

オ Mr. and Mrs. Brown had dinner with Hiromi and Yuki at the hotel.

カ Mr. and Mrs. Brown visited Osaka before they came to Kyoto.

キ Mr. and Mrs. Brown sent some pictures of their family to Hiromi.

◆ 解答用紙 ◆

問1	①		②	
問2				
問3				
問4				
問5	() して, () こと。			
問6				
問7				

◆ 解答 ◆

問1	①	second	②	interested
問2	イ			
問3	ア			
問4	like			
問5	<例> 他の人たちを理解(して,) ¹ / その人たちのために何かをする(こと。) ¹			
問6	ウ			
問7	ウ		カ	

◆ 解説 ◆

- 問1 ① 「二日目」→「2番目の日」 ② 「～に興味がある」= be interested in ～
- 問2 直後の文で、「私たちはそれをさがしています」と言っていることから考える。
- 問3 ア「またお会いできてうれしいです」
- 問4 (D)would like to ～＝「～したい」 (H) 「～のような」
- 問5 直前の文の understand other people and do something for them を指している。
- 問6 第2段落最後から3文目参照。
- 問7 ア「Hiromi は家族と京都へ行きました」 家族旅行ではなく修学旅行で行った。
 イ「Hiromi は金閣寺で Brown 夫妻の写真をたくさん撮りました」 夫妻の写真は撮っていない。
 ウ「Hiromi は金閣寺と竜安寺を初めて訪れました」 第1段落第4文と最終段落第2文参照。
 エ「Hiromi と友だちたちは竜安寺を訪れた後、金閣寺へ行きました」 竜安寺を訪れる前に金閣寺へ行った。
 オ「Brown 夫妻はホテルで Hiromi や Yuki と一緒に夕食を食べました」 夕食は食べていない。
 カ「Brown 夫妻は京都に来る前に大阪を訪れました」 第2段落第8文参照。
 キ「Brown 夫妻は Hiromi に家族の写真を数枚送りました」 Mrs. Brown の手紙の第9文参照。

◆ 問題 ◆ 20 - 4 - 52

次の英文の内容を最も適切に表現している言葉を、下のア～エから一つ選び、その記号を書け。

(高知県 2008 年度)

Our class has been very busy since this morning. Our school festival is tomorrow! We are making a big house with a lot of waribashi. But we haven't finished it yet. One of my friends said to me, "We need more people if we want to finish it today." "We are too busy. We need someone to help us," I said.

- ア 石橋をたたいて渡る
- イ 急がば回れ
- ウ 猫の手も借りたい
- エ 馬の耳に念仏

◆ 解答用紙 ◆

◆ 解答 ◆

◆ 解説 ◆

(全訳) 「私たちのクラスは今朝からずっととても忙しい。学校祭が明日なのです。私たちはたくさんの割り箸で大きな家を作っています。しかし、まだ終わっていません。友だちの1人が私に、『今日これを仕上げたければ、もっとたくさんの人が必要です』と言いました。『私たちは忙しすぎます。手伝ってくれる人が必要です』と私は言いました」

◆ 問題 ◆ 20 - 4 - 53

次の英文の内容に合う文として適切なものを、下のア～エから一つ選び、その記号を書け。

(高知県 2008 年度)

Today, I took a train to Kochi Station. Many people were on the train. I wanted to sit down because I was very tired. But I couldn't find a seat. An old woman got on the train at the next station. She could not find a seat. Then a boy got up from his seat and said, "Excuse me. Please sit here." The woman said to the boy, "Thank you very much." I didn't say anything to the boy but I thanked him in my heart.

注 seat 座席

- ア The boy thanked the woman for giving her seat.
- イ I gave my seat to the woman because she looked tired.
- ウ I asked the boy to give his seat to the woman.
- エ The boy gave his seat to the woman and it made me happy.

◆ 解答用紙 ◆

◆ 解答 ◆

◆ 解説 ◆

(全訳) 「今日私は高知駅行きの電車に乗りました。電車にはたくさんの方がいました。私はとても疲れていたもので座りたいと思いました。でも、座席を見つけることはできませんでした。老婦人が次の駅で乗ってきました。彼女は座席を見つけることができませんでした。そのとき、1人の少年が座席から立ち上がり、『失礼ですが、ここに座ってください』と言いました。その婦人は少年に『どうもありがとう』と言いました。私はその少年に何も言いませんでしたが、心の中で彼にお礼を言いました」
 エ <make+ (人) +形容詞>= 「(人) を～にする」

◆ 問題 ◆ 20 - 4 - 54

Waka の家族は夏休みにアメリカ人の高校生の Judy を受け入れました。次の英文はその時のことについて Waka が書いたものです。これを読んで、下の問1～問3の問いに答えなさい。

(高知県 2008 年度)

We were a little nervous when we were waiting for Judy. My father said, "Waka, I can't speak English." My mother also said, "What kind of food should I make for Judy?" But we didn't have to worry about her. She spoke Japanese well. She liked the food my mother made. We felt that she became a member of our family.

Her Japanese was wonderful. Why? I was surprised to hear her answer. She said, "I have studied Japanese for three years. Japanese manga and animations are interesting to me. They are very useful for learning Japanese. I learned kanji and hiragana by reading manga. I learned listening and speaking Japanese by watching Japanese animations." She always had a small book in her hands. It was a dictionary. She said, "I always open my dictionary when I hear Japanese words I don't know."

During her stay, she tried to do many things. She spoke Japanese when she talked with my family. She watched Japanese news on TV every day. She ate all the Japanese food my mother made. She cooked Japanese food for us. "I can't do many new things like her," I said to myself. She did all of these things with a smile, and looked happy. Why was that? I wanted to know her secret.

On the last day of her stay, I asked her about it. She said, "I always keep two things in mind. First, I try to do everything. Second, I try to enjoy everything I do. When I try new things, I always feel happy. When I enjoy doing them, the people around me look happy. These are my secrets."

I want to change myself. When I tried new things, I usually worried about them too much. I often stopped trying them. But from today, I wanted to change this. I will try to do everything and enjoy doing it. I am sure this will be my secret. Thank you, Judy.

注 nervous 緊張して animation(s) アニメーション myself 私自身 secret(s) 秘密, 秘訣
in mind 心の中に I am sure ～ 私は～と確信している

問1 次の英文は Judy の日本語勉強法について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。

Judy's Japanese was so wonderful. Waka wanted to know how Judy learned it. First, Judy was (1) in Japanese manga and animations. She used them when she learned Japanese. She learned how (2) read and write kanji by reading manga. She practiced listening and speaking by watching animations. Second, she always used her (3) to learn Japanese words she didn't know.

問2 文中の下線部のように Waka が思ったのは、滞在中の Judy のどのような行動を見たことによるか。英文中の Judy の行動のうちから例の一つ取りあげ、日本語で書け。

問3 Waka は Judy を見て、自分自身を変えるために、どのようにしたいと述べているか。その主張の内容が最もよく表れている英語1文を、本文中からそのまま抜き出して書け。

◆ 解答用紙 ◆

問1	(1)	
	(2)	
	(3)	
問2		
問3		

◆ 解答 ◆

問1	(1)	interested
	(2)	to
	(3)	dictionary
問2	(例) 私の家族と話す時は、日本語を使うようにしていた。	
問3	I will try to do everything and enjoy doing it.	

◆ 解説 ◆

- 問1 (1) 第2段落第5文参照。be interested in ～＝「～に興味がある」
 (2) how to ～＝「～の仕方, ～の方法」
 (3) 第2段落最終文参照。
- 問2 第3段落第2～5文に書かれていることの中から、1つを選んで書けばよい。

◆ 問題 ◆ 20 - 4 - 55

次の文章は、沙紀（Saki）が英語の授業中に、花屋さんでの職場体験で学んだことについてスピーチをしたものである。これを読んで、後の各問に答えよ。

(福岡県 2008 年度)

Do you have any words you like? I like the words “Thank you.” Now I’m going to talk about my experience with those words.

In October, I worked at Mr. Suzuki’s flower shop near my house for a week. On the first day, Mr. Suzuki told me what to do there. Then he said to me, “What makes customers happy? Think about it.”

A lot of customers came to the shop every day. ①It was so hard for me to learn how to wrap flowers. I just said, “Thank you,” without smiling for a few days, because I was very nervous and busy.

On the fourth day, an old man came to the shop to buy some flowers as his wife’s birthday present. Mr. Suzuki told me to wrap the flowers for him. It took me about fifteen minutes to wrap them, but he waited without saying anything. When I finished, I said to him, “Thank you for waiting for a long time.” He smiled and said, “②That’s OK. Wow, beautiful wrapping! Thank you. My wife will like these flowers very much.” I could not wrap them well, but his words and smile made me happy. Then I could say, “Thank you very much,” with all my heart. The old man smiled again and left the shop.

Later on the same day, I said to Mr. Suzuki, “Today was a wonderful day for me. I learned an important thing from the experience I had today. If I do or say something with all my heart, I can make customers happy. I want to say kind words when someone tries to do something very hard.” He said, “That’s good, Saki! I hope you will remember that.”

I want you to know it is important to understand and to say nice words.

Thank you for listening.

注 experience (with～) (～に関しての) 体験 customers お客さん wrap～ ～を包む
nervous 緊張して wife 妻 It took me (時間) to～ 私が～するのに (時間) がかった
wrapping 包装 with all my heart 心をこめて

問1 本文中の下線部①は、どのようなことを指しているか。最も適当なものを、次のア～エから一つ選び、その記号を答の欄に記入せよ。

- ア お客さんに「ありがとうございます」と言うこと
- イ 花の包み方を学ぶこと
- ウ お客さんをどのようにして喜ばせるかを考えること
- エ お客さんに対してほほえむこと

問2 本文中の下線部②で、お年寄りは「いいんだよ」と沙紀に対して言っているが、沙紀のどの発言に対して言ったものか。本文中からさがし、日本語で答の欄に記入せよ。

問3 お年寄りに対応した体験を通して学んだことをもとに、沙紀は今後どのようなことをしたいと鈴木さん (Mr. Suzuki) に言っているか。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 what other people are trying to do for you
- イ how you can find a place to work
- ウ where you can buy some beautiful flowers
- エ why people give flowers as a birthday present

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 Saki worked at Mr. Suzuki’s flower shop for two weeks in October.
- 2 Mr. Suzuki told Saki what she should do at his flower shop on the first day.
- 3 Saki was very nervous and busy, so she could not say “Thank you” to the customers at the shop.
- 4 The old man bought some flowers for his wife as a birthday present.
- 5 Saki asked Mr. Suzuki to wrap the flowers for the old man.
- 6 Mr. Suzuki said to Saki, “I’ll remember you, because you are a good student.”

◆ 解答用紙 ◆

問1		
問2		
問3		
問4		
問5		

◆ 解答 ◆

問1	イ
問2	(例) 長い間待っていただいて、ありがとうございます。
問3	(例) だれかが一生懸命に何かをしようとしているときには、やさしい言葉をかけたい。
問4	ア
問5	2
	4

◆ 解説 ◆

- 問1 It is ... for - to ~. =「～にとって～することは…だ」 It は to ~を受ける。
- 問2 第4段落第4文の発言に対して言っている。Thank you for ~ing. =「～してくれてありがとう」 for a long time =「長い間」
- 問3 第5段落最後から3文目で言っている。
- 問4 ア 「ほかの人たちがあなたの方のために何をしようとしているのか」
- 問5 1 「沙紀は鈴木さんの花屋で10月に2週間働きました」 働いたのは1週間。第2段落第1文参照。
 2 「鈴木さんは初日に、彼の花屋で何をすべきかを沙紀に話しました」 第2段落第2文参照。what to do = 「何をすべきか」
 3 「沙紀はとても緊張していて忙しかったので、店のお客さんに『ありがとうございます』と言えませんでした」 「ありがとうございました」とは言っていた。第3段落最終文参照。
 4 「お年寄り誕生日プレゼントとして、奥さんに花を買いました」 第4段落第1文参照。
 5 「沙紀は鈴木さんに、そのお年寄りのために花を包装するように頼みました」 鈴木さんが沙紀に包装するように言った。第4段落第2文参照。
 6 「鈴木さんは沙紀に『よい生徒なので、あなたのことを覚えているでしょう』と言いました」 そのような記述はない。

◆ 問題 ◆ 20 - 4 - 56

次の英文を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

(長崎県 2008 年度)

It was four thirty in the morning. Bobby got up and went to his little sister's room. He said, "Get up, Meg." "Yes," she said. They quietly went down to the dining room. He said to her, "Put four cups on the table, Meg. I'll make breakfast. Do (a)it quietly." "Yes," she said. Then (b)she looked at her father's cup for a minute. Bobby knew how she felt. Their father was always working hard and had no time to play with him or Meg. So Bobby didn't like his father when he was a little child. But this morning he also felt sad like his sister.

About ten minutes later, their mother came into the dining room. She was surprised to see them and said, "Why did you get up so early? You're usually in your beds at this time!" Bobby said, "We're making breakfast. This morning we'll eat breakfast with Father. Father always has to go out to work very early, so we don't have breakfast together. We often have dinner without him because he comes home very late. This morning we want to eat breakfast together." (c)Mother felt glad when she heard that. Mother said, "Your father will be happy. He has to leave home at six, so he'll get up soon. Let's get ready for breakfast."

Father left his room and went to Bobby's room. But Bobby was not there. He said, "Where is Bobby?" He put a letter on Bobby's desk. He returned to his room and started to get ready.

When Father came into the dining room, the other members of the family were sitting at the table. He looked at them and said, "Wow, I can't believe it!" "Good morning, Father," the two children said. Mother said, "Bobby and Meg made breakfast for you." Father said, "Thank you! I'm glad to eat breakfast together. This is wonderful." They all felt happy and enjoyed eating and talking together. But (d)they also felt sad.

After breakfast, Father said, "Oh, it's time to go now. Thank you for the nice breakfast, Bobby and Meg." Mother said to Bobby, "I'll take Father to the airport with Meg by car. Get ready for school, Bobby." Father said, "See you, Bobby. I'll always think about you." Bobby said, "Me, too." Father, Mother and Meg got in the car. Bobby stood at the door and soon he couldn't see them.

He went back to his room. There he found the letter on his desk. He read it.

Dear Bobby,

When you're reading this letter, I'll be at the airport. I feel sad that I can't see you for a long time. I'm sorry I always make you and Meg sad. I'm going to work hard in Japan for you. Next month you'll be fifteen. I'll give you something you have always wanted. Go to my room, and you'll find it. I hope you'll like it.

Your father,
Paul

After reading the letter, Bobby went to his father's room, and found a bike. He was very happy to know how his father felt. He looked at the picture of his family on Father's desk.

注	quietly 静かに	dining room 食堂	early 早く
	get ready (for~) (～の) 準備をする	member 一員	
	airport 空港	get in ~ ~に乗り込む	

問1 下線部(a)の具体的な内容を次のア～エの中から一つ選んで、その記号を書け。

- ア going to Meg's room
- イ going down to the dining room
- ウ putting four cups on the table
- エ making breakfast

問2 下線部(b)について、この時の Meg の心情を最もよく表しているものを次のア～エの中から一つ選んで、その記号を書け。

- ア 父親と一緒に朝食を作れないのが残念だ。
- イ 仕事で忙しく一緒に遊んでくれない父親が嫌いだ。
- ウ しばらく父親と会えなくなるのが悲しい。
- エ 父親ととる朝食の準備が間に合わないのがやしい。

問3 母親が下線部(c)のように感じた理由を最もよく表しているものを次のア～エの中から一つ選んで、その記号を書け。

- ア 子供たちが早く起きて、家族そろって朝食をとれるように準備をしていたから。
- イ 子供たちが自分たちで起きていたので、起こす必要がなかったから。
- ウ 子供たちが早く起きて、いつものように朝食の準備を手伝ってくれたから。
- エ 子供たちが父親のために朝食を作ってくれたので、自分の手間が省けたから。

問4 この日の朝、父親が Bobby の部屋でしたことを次のア～エの中から一つ選んで、その記号を書け。

- ア Bobby と楽しく話をした。
- イ Bobby に自転車を見せた。
- ウ Bobby を起こして朝食に誘った。
- エ Bobby への手紙を置いた。

問5 次の文は下線部(d)の理由を説明したものである。本文の内容に合うように (①) ～ (③) に入る適当な語を漢字2字以内で書け。

Bobby の (①) が (②) をするために (③) へ行くことになったので、しばらく家族と一緒に暮らすことができないから。

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

- ア Bobby liked his father very much when he was a little boy.
- イ Bobby and Meg didn't finish making breakfast when their mother got up.
- ウ Bobby's mother knew that her children were going to get up early this morning.
- エ Bobby's father got up early because he wanted to eat breakfast with his children.
- オ Bobby's father wasn't surprised to see all his family at the table.
- カ Bobby didn't go to the airport because he had to get ready for school.

問7 次の英文は Bobby が父親に書いた手紙の一部である。文中の (①) ~ (③) に入る最も適当なものを下のア～カの中から一つずつ選んで、その記号を書け。

Yesterday I became fifteen. Mother and Meg had a birthday party for me last night. We felt (①) because you were not here. I really like the (②) you gave me. I enjoy riding it every day.

You are not living with us, but Mother, Meg, and I always think about you because you are an important member of our (③). I'll write a letter to you again.

Bobby

- ア family イ happy ウ father エ sad オ letter カ bike

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	ウ			
問2	ウ			
問3	ア			
問4	エ			
問5	①	父親	②	仕事
	③	日本		
問6	イ		カ	
問7	①	エ	②	カ
	③	ア		

◆ 解説 ◆

問4 第3段落第4文参照。

問5 父親の手紙の第4文参照。

問6 イ 第2段落第4文参照。

カ 第5段落第4文と第5段落最終文参照。

問7 ② 直後の文で、「毎日それに乗って楽しんでいます」と言っていることから考える。

◆ 問題 ◆ 20 - 4 - 57

次の英文を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

(長崎県 2008 年度)

It was four thirty in the morning. Bobby got up and went to his little sister's room. He said, "Get up, Meg." "Yes," she said. They quietly went down to the dining room. He said to her, "Put four cups on the table, Meg. I'll make breakfast. Do it quietly." "Yes," she said. Then she looked at her father's cup for a minute. Bobby knew how she felt. Their father was always working hard and had no time to play with him or Meg. So Bobby didn't like his father when he was a little child. But this morning he also felt sad like his sister.

About ten minutes later, their mother came into the dining room. She was surprised to see them and said, "Why did you get up so early? You're usually in your beds at this time!" Bobby said, "We're making breakfast. This morning we'll eat breakfast with Father. Father always has to go out to work very early, so we don't have breakfast together. We often have dinner without him because he comes home very late. This morning we want to eat breakfast together." Mother looked at Meg. The little girl was helping her brother without saying anything. Mother was moved to hear Bobby's words and to see her children. Mother hugged them. "I love you. You are a good boy and a good girl. Your father will be happy. He has to leave home at six, so he'll get up soon. Let's get ready for breakfast."

Father left his room and went to Bobby's room. But Bobby was not there. He said, "Where is Bobby?" He put something on Bobby's desk. He returned to his room and started to get ready.

When Father came into the dining room, the other members of the family were sitting at the table. He looked at them and said. "Wow, I can't believe it!" "Good morning, Father," the two children said. Mother said, "Bobby and Meg made breakfast for you." Father said, "Thank you! I'm glad to eat breakfast together. This is wonderful." They all felt happy and enjoyed eating and talking together. But they also felt sad.

After breakfast, Father said, "Oh, it's time to go now. Thank you for the nice breakfast, Bobby and Meg." Mother said to Bobby, "I'll take Father to the airport with Meg by car. Get ready for school, Bobby." Father said, "See you, Bobby. I'll always think about you." Bobby said, "Me, too." Father, Mother and Meg got in the car. Bobby stood at the door and soon he couldn't see them.

He went back to his room. There he found a letter on his desk. He read it.

Dear Bobby,

When you're reading this letter, I'll be at the airport. I feel sad that I can't see you for a long time. I'm sorry I always make you and Meg sad. I'm going to work hard in Japan for you. Next month you'll be fifteen. I'll give you something you have always wanted. Go to my room, and you'll find it. I hope you'll like it.

Your father,
Paul

After reading the letter, Bobby went to his father's room, and found a bike. He was very happy to know how his father felt. He looked at the picture of his family on Father's desk.

注 quietly 静かに	dining room 食堂	early 早く
be moved 心を動かされる	hug (ged) 抱きしめる (抱きしめた)	
get ready (for～) (～の) 準備をする	airport 空港	
get in ～ ～に乗り込む		

問1 下線部(a)について、この時のメグ (Meg) の心情を最もよく表しているものを次のア～エの中から一つ選んで、その記号を書け。

- ア She was glad to know which was her father's cup.
- イ She wasn't happy that Bobby didn't like their father.
- ウ She was sad that she had to say goodbye to her father.
- エ She felt sorry that she didn't finish making breakfast for her father.

問2 母親が下線部(b)のような行動をとった理由として、最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア 子供たちが早起きをして父親のために朝食を作ってくれたので、自分の手間が省けてありがたいと思ったから。
- イ 父親のために朝食を作るという子供たちの計画に感動したが、手伝ってほしいと言われ頼りないと思ったから。
- ウ 日ごろ抱いている父親に対する不満を子供たちがそれぞれ口にしたので、どうしていいかわからず不安に思ったから。
- エ 家族みんなで朝食を食べるために、子供たちが早起きをして朝食の準備をしている姿を見て嬉しいと思ったから。

問3 次の質問の答えとして最も適当なものを下のア～エの中から一つ選んで、その記号を書け。

What did Father do in Bobby's room?

- ア He said to Bobby, "Goodbye."
- イ He showed a bike to Bobby.
- ウ He enjoyed talking with Bobby.
- エ He put a letter on Bobby's desk.

問4 下線部(c)の理由を述べた次の文の () にあてはまる内容を、10字以上20字以内の日本語で書け。なお、句読点も字数に含む。

() ので、しばらく家族と一緒に暮らすことができないから。

問5 本文の内容と一致するものを次のア～カの中から二つ選んで、その記号を書け。

- ア Bobby liked his father very much when he was a little boy.
- イ Bobby and Meg didn't finish making breakfast when their mother got up.
- ウ Bobby's mother knew that her children were going to get up early this morning.
- エ Bobby's father got up early because he wanted to eat breakfast with his children.
- オ Bobby's father wasn't surprised to see all his family at the table.
- カ Bobby didn't go to the airport because he had to get ready for school.

問6 次の英文はボビー (Bobby) が父親に書いた手紙の一部である。文中の (①) ～ (③) に入る最も適当な英語を1語ずつ書け。

Yesterday I became fifteen. Mother and Meg had a birthday party for me last night. We felt (①) because you were not here. I really like the (②) you gave me. I enjoy riding it every day.

You are not living with us, but Mother, Meg, and I always think about you because you are an important member of our (③). I'll write a letter to you again.

Bobby

◆ 解答用紙 ◆

問1												
問2												
問3												
問4												
												ので、しばらく家族が一 緒に暮らすことができないから。
問5												
問6	①						②					
	③											

◆ 解答 ◆

問1	ウ			
問2	エ			
問3	エ			
問4	ボビーの父親が仕事で日本に行く			
問5	イ	カ		
問6	①	sad	②	bike
	③	family		

◆ 解説 ◆

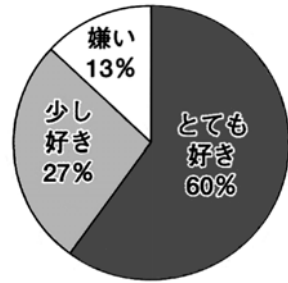
- 問1 ウ 「父親にさよならを言わなければならないのが悲しかった」
 問3 第3段落第4文と第6段落第2文参照。
 問4 父親の手紙の第4文参照。
 問5 イ 第2段落第4文参照。 カ 第5段落第4文と第5段落最終文参照。

◆ 問題 ◆ 20 - 4 - 58

次の英文は、図書委員長の Betty さんが生徒会の役員会で、アンケート調査をもとに来年の図書委員会 (school library committee) の活動計画について発表したものです。[グラフ] (graph) と [表] (table) 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 2008 年度)

[グラフ] 本を読むことは好きですか。



[表] なぜ本を読むのですか。

[A]	65%
[B]	49%
[C]	40%
調べ物をするため	35%
自由な時間があるので	20%
その他	10%

(複数回答あり)

Do you like reading books? This is one of the questions that the school library committee asked all of the students in our school. Please look at the graph. It shows 60% of the students like reading very much and 27% of them like reading a little. Another question we asked was “Why do you read books?” Please look at the table. More than 60% of them answered, “I read because it is a lot of fun.” About 50% of them think they can learn new things. 40% of them answered, “I read because my friends like to read and talk about books.” ①We think this answer is very important. If we talk about books with other people and feel the *joy of reading, we will become more interested in it.

So we are going to do two projects next year. First, we will use our library *newsletters and tell which books are popular among the students. We will also tell what some of them think about those books. Second, ②we will have a book club meeting after school every month. We want to invite our parents to the meeting to talk about their favorite books together. We hope more and more students will read books through these projects.

注 joy 喜び newsletter(s) 通信

問1 [表] の [A] にはどのような理由が入るか。日本語で書きなさい。

問2 下線部①について、その理由として最も適当なものをア～エから1つ選び、その符号を書きなさい。

- ア 多くの本を読むことで、知識を得ることができ、読書がより好きになるから。
- イ 本について語り合うことで、読書の喜びを感じ、本をもっと読みたいくなるから。
- ウ 友だちと本を紹介し合うことで、より本に興味を持ち、互いに仲が良くなるから。
- エ 全校で一斉に読書を行うことで、本に親しむことができ、読書の習慣が身につくから。

問3 下線部②の a book club meeting について、その具体的な活動内容を日本語で書きなさい。

問4 [グラフ]、[表] 及び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 More than 20% of the students in Betty's school don't like reading books.
- イ About 30% of the students in Betty's school read books because they have free time.
- ウ The students will know which books are read by many students in the library newsletters.
- エ The committee will understand why the students read books through the two projects.

◆ 解答用紙 ◆

問1		
問2		
問3		
問4		

◆ 解答 ◆

問1	とても楽しいから。	
問2	イ	
問3	親を招待して好きな本について一緒に話すこと。	
問4	ウ	

◆ 解説 ◆

- 問1 第1段落第7文で、「彼らの60%以上が『とても楽しいから読みます』と答えました」と言っていることから考える。
- 問2 直後の文参照。
- 問3 直後の文参照。invite ... to ～＝「…を～に招待する」
- 問4 ア 「Bettyさんの学校の生徒の20%以上は本を読むことが好きではありません」「嫌い」と答えたのは13%である。グラフ参照。
 イ 「Bettyさんの学校の生徒のおよそ30%は、自由な時間があるので本を読みます」 自由な時間があるので読む生徒は20%。表参照。
 ウ 「生徒たちは図書館通信で、どの本が多くの生徒に読まれているかを知りたいでしょう」 第2段落第2文参照。
 エ 「委員会は2つの企画を通して、生徒たちがなぜ本を読むかを理解するでしょう」 2つの企画は読書をする理由を調査するものではない。第2段落参照。

◆ 問題 ◆ 20 - 4 - 59

次の英文を読み、問1～問5の問いに答えなさい。

(大分県 2008年度)

Sam was a junior high school student living in a big city. The city had a *professional baseball team, *the Sky. Sam liked it very much and he wanted to be a member in the future. He was a member of the baseball team of his school and he practiced very hard every day. So his *glove and *cap became old.

One Thursday morning, Ben *came up to Sam. He was Sam's friend and he was in the tennis club. He said, "Sam, I bought this racket at a sports shop near the station yesterday. That shop gave me a *questionnaire. If I answer it, I can get a baseball cap of the Sky and" "Wait! A baseball cap? The Sky? I want ㉑. Please give the questionnaire to me." "Well ..., I can't." "It's not difficult! I like baseball very much and I love the Sky. Please! Ben, ㉒" "But I can't, because I answered it." "What? I thought you were my friend, but" Sam ran away from Ben.

That evening, Ben visited Sam, but Sam wasn't at home. So Ben said to Sam's sister, Emily, "I have something to tell Sam. I will tell him about it tomorrow." He looked sad. When Sam came home, she said to him, "What happened to you and Ben? You must talk with him." Sam didn't say anything.

The next day, Sam couldn't go to school because he was sick in bed. He thought, "I didn't think about Ben's feelings yesterday. ㉓Maybe Ben wanted the cap for himself, so he answered the questionnaire." And he thought, "I will talk with him next week."

The next morning, Mother said to Sam, "Do you feel better now?" "Yes. I'm fine." She said, "Today is your birthday. This box was sent to you." It was from the sports shop. When Sam opened it, he found a baseball cap of the Sky. He was very surprised and cried, "Look! This is the cap I wanted. But I don't know why the shop sent this to me." "Sam, look at this letter. Ben came here to give this to you yesterday," said Mother. The letter said, "I wanted to give you the cap as a birthday present, so I answered the questionnaire with your name."

When Sam finished reading the letter, ㉔his eyes were full of *tears. Father said to Sam, "This is the most important present you have ever had." "Yes. Now I will visit Ben and say" "What do you want to say to him?" asked Father. Sam smiled and answered, "I'm very sorry and you are my best friend." Sam ran *out of his house. When he looked up, he saw a blue sky.

注	professional プロの	the Sky スカイ (野球チームの名前)	glove グローブ
	cap 帽子	came up to ～ ～に近づいて来た	questionnaire アンケート
	tear(s) 涙	out of ～ ～の外へ	

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 ㉒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 you like baseball, don't you? イ you are my good friend, aren't you?
 ウ you have the cap, don't you? エ you are a student, aren't you?

問3 下線部③のようにSamは思っていたが、実際にはBenはどのようにしようと思っていたのか。日本語で書きなさい。

問4 次の㉕、㉖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。

- ㉕ What day of the week was Sam's birthday?
 It was ().
 ㉖ Why was the cap sent to Sam?
 Because ()() was written on the questionnaire.

問5 下線部④は、Samのどのような気持ちを表しているか。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 He was very sad because Ben didn't give the questionnaire to him.
 イ He was very surprised because he got Ben's letter from Mother.
 ウ He was very happy because he could get a baseball cap of the Sky.
 エ He was very moved because he knew Ben's feelings for him.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	㉕ It was ().
	㉖ Because ()() was written on the questionnaire.
問5	

◆ 解答 ◆

問1	スカイの野球帽	
問2	イ	
問3	Sam の誕生日プレゼントとしてスカイの野球帽を贈ろうと思っていた。	
問4	㊦	It was (Saturday).
	㊧	Because (his) (name) was written on the questionnaire.
問5	エ	

◆ 解説 ◆

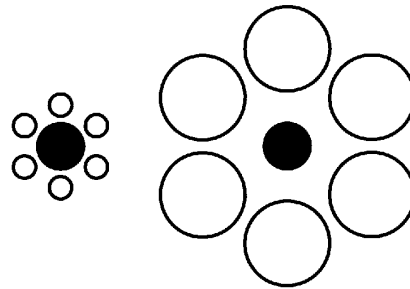
- 問1 直前の2文で、「野球帽だって?」「スカイだって?」と、2点について確認していることから考える。
- 問2 第2段落最後から第2文目で、「友だちだと思っていたのに、…」と言っていることから考える。
- 問3 第5段落最終文参照。
- 問4 ㊦ 問いは「Sam の誕生日は何曜日でしたか」。第2段落第1文、第4段落第1文、および第5段落第1文と第4文より、Sam の誕生日は木曜日の2日後であったことがわかるので、土曜日になる。
- ㊧ 問いは「どうして帽子は Sam のところに送られてきたのですか」。第5段落最終文参照。
- 問5 エ 「自分に対する Ben の気持ちを知ったので、とても感動しました」

◆ 問題 ◆ 20 - 4 - 60

次の英文は、高校生の由紀子書いたものである。よく読んで、問1～問5の問いに答えなさい。

(熊本県 2008 年度)

Please look at the picture. There are two black circles. Each black circle has white circles around it. Which black circle is bigger, the left one or the right one? Many people say that the left one looks bigger. First, I thought so, too, but I was surprised to know that the left circle is as as the right one. Sometimes the same thing looks different in different circumstances.



Picture

I saw this picture last summer when I was staying in Canada to study English. I was taking a language class

for foreign students. There were ten students in my class and they were from different countries. Some were from Asia like me. In the first class, I was surprised because the students around me could speak English better than I. When I was in Japan, I thought that I could speak English well, but at that time I was disappointed and I could not enjoy speaking English. Sometimes, we cannot see ourselves as we are and we think that we are very good or very bad. If we think that we are not , we will be disappointed.

A few days later, I talked with Mika, a Japanese student who was staying in Canada for two years. She had the same experience. She told me how she felt then and how she overcame it. She showed this and said, "We should see ourselves as we are. Circumstances changed in Japan and in Canada, but your English ability has not changed. Don't lose your confidence. You think your English ability is good or bad compared with other students. If you practice speaking English more often in the class, you will be able to speak English as well as other foreign students next year." After talking with her, I thought that I needed to speak English in the class more often. I started to practice speaking English and had a good time in Canada.

注 circle 円 thought think の過去形 circumstance 環境 be disappointed がっかりする ourselves 私たち自身 as we are あるがままに experience 経験 told tell の過去形 felt feel の過去形 overcame 克服した ability 能力 lose confidence 自信をなくす compared with ～ ～と比べて be able to ～ ～できる

問1 , に当てはまる英語を、それぞれ1語で書きなさい。

問2 下線部 so の内容を、日本語で書きなさい。

問3 , に当てはまる英語を、それぞれ本文から1語で抜き出さない。

問4 本文の内容に合っているものを、次のア～エから一つ選び、記号で答えなさい。

- ア Yukiko went to countries in Asia to take a language class for foreign students last summer.
- イ Yukiko could speak English well like other students in her first language class in Canada.
- ウ Yukiko could not enjoy speaking English because she had no time to speak in the language class.
- エ Yukiko was disappointed at her English ability compared with other foreign students in Canada.

問5 本文の内容について、次の(1)、(2)の問いに英語で答えなさい。

- (1) How many students were there in Yukiko's class in Canada?
- (2) Did Yukiko enjoy staying in Canada after talking with Mika?

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	A	six	B	big
問2	左の円が、より大きく見えること。			
問3	C	good	D	picture
問4	エ			
問5	(1)	There were ten.		
	(2)	Yes, she did.		

◆ 解説 ◆

問1 A 黒い円の周りがある、白い円の数。

B as ~ as... (...と同じくらい~) の「~」の部分には形容詞 [副詞] の原級が入る。ここでは左の円と右の円の大きさを比べている。

問2 直前の文の that 以下の内容を受けている。<look+形容詞>=「～に見える」

問3 C we will be disappointed (がっかりするでしょう) と続けていることから考える。

D 直前に this があるので、すでに話題に上っているものであることがわかる。

問4 エ 「由紀子はカナダで他の外国の学生たちと比べて、自分の英語の能力にがっかりしました」 第2段落第5・6文参照。

問5 (1) 質問は「カナダの由紀子のクラスには何人の学生がいましたか」。 第2段落第3文参照。

(2) 質問は「由紀子はミカと話してからカナダでの滞在を楽しみましたか」。 最終段落最終2文参照。

◆ 問題 ◆ 20 - 4 - 61

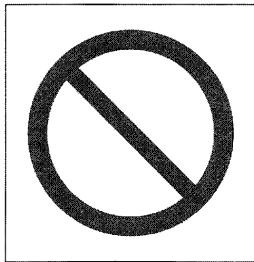
次の英文は、中学生の恵子が、熊本県のホームページで見つけた記号について、英語の授業で発表するために書いたものである。よく読んで、問1～問3の問いに答えなさい。

(熊本県 2008年度)

We see many symbols in buildings. Sometimes vivid colors and simple designs are used to attract our attention and to tell us messages at a glance. Please look at Symbol 1. This is painted in red and means "Don't do." You can see Symbol 2 at stores and restaurants. There is a picture of a dog in Symbol 2, so it means that you cannot bring dogs and other A. You can see Symbol 3 at museums and concert halls. You B a picture of a camera in Symbol 3, so it means that you cannot take pictures. Symbols are made to tell us C messages. Please follow the rules D you find symbols like Symbol 2 and 3.

Symbols sometimes have words with them but symbols sometimes tell us their messages faster than words. We can soon understand what the symbols mean. There are other good points in symbols. It is easy for us to see symbols from far places. Symbols are easy for foreign people who cannot read Japanese language. More symbols will be used in the future because everyone can understand symbols.

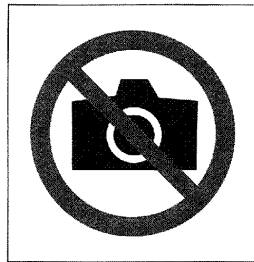
Symbol 1



Symbol 2



Symbol 3



注 symbol 記号	vivid 鮮やかな	simple 簡単な
design デザイン	attract 引きつける	attention 注意
at a glance 一目で	paint (絵の具で) 描く	
follow the rule 規則を守る	far 遠い	future 将来

問1 下線部①の具体例を、本文から英語1語で抜き出さない。

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

- | | | | |
|-------------|---------|-----------|--------|
| ア important | イ wrong | ウ animals | エ fish |
| オ see | カ call | キ when | ク why |

問3 下線部②の具体的な例を、日本語で二つ書きなさい。

◆ 解答用紙 ◆

問1				
問2	A		B	
	C		D	
問3	例1			
	例2			

◆ 解答 ◆

問1	red			
問2	A	ウ	B	オ
	C	ア	D	キ
問3	例1	遠い場所からも見やすいこと。		
	例2	日本語が読めない外国人にもわかりやすいこと。		

◆ 解説 ◆

問1 第1段落第4文参照。

問2 A 「...あなたたちは犬や他の動物たちを連れてくることはできませんという意味です」

B 「Symbol 3の中にはカメラの絵が見えます。だから...」

C 「記号は私たちに重要なメッセージを伝えるために作られます」

D 「Symbol 2と3のような記号を見つけたときは、その規則に従ってください」

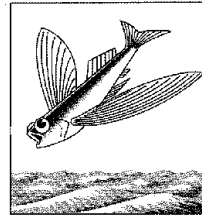
問3 直後の2文に書かれている。It is ... for - to ~ = 「～が～するのは...だ」

◆ 問題 ◆ 20 - 4 - 62

次の英文は、和夫 (Kazuo) 君が、授業で「夏休みの思い出」について発表するために書いた原稿です。下の問1～問4の問いに答えなさい。

(宮崎県 2008 年度)

Do you know *Toi-misaki? Toi-misaki is my favorite place in Miyazaki. It is famous for its *wild horses. The *ocean view which can be ア (see) from Toi-misaki is so beautiful. Today I'd like to introduce something you can enjoy near Toi-misaki. Please look at the picture I painted. This picture always reminds me of my exciting experience there. This fish is *Tobiuo. It is called flying fish in English. We can't catch this fish without a boat. This type of



トビウオ

fishing is a little different from common fishing. We catch not only the fish イ (swim) in the sea, but the fish flying above *the surface of the water, with *nets. This fishing can usually be enjoyed at night.

I went fishing with my family this summer. The local fisherman took us to the best fishing *location. We took a boat ride for about 30 minutes. When we arrived there, the fisherman *turned on the light. Soon some fish gathered under the light and suddenly started to fly. At first ① (do / know / I / what / didn't / to) because I was so surprised to see them. Then the fisherman showed me how to catch them. He was very kind. We enjoyed fishing for an hour and a half. It was so much fun. We caught 10 flying fish and ウ (eat) them later. They tasted good. If you've never tried this fishing, ② (a / why / it / give / try / don't you)? This is my favorite memory of my summer vacation. ③ How about you?

注 Toi-misaki 都井岬	wild 野生の	ocean 海
Tobiuo トビウオ	the surface of the water 海面	net すくい網
location 場所	turn on ～をつける	

問1 ア～ウの () 内の単語を、適切な形にして書きなさい。

問2 ①, ②の () 内の語句を、意味がとおるように並べかえなさい。

問3 下線部③ How about you? が意味する内容を表している文として、最も適切なものを、次のア～ウから1つ選び、記号で答えなさい。

- ア What do you think of my summer vacation?
- イ What's your favorite memory of your summer vacation?
- ウ I'd like to say, "Thank you for listening."

問4 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 Kazuo painted flying fish on the beach near Toi-misaki.
- イ It took more than one hour for Kazuo to reach the best location for fishing by boat.
- ウ Whenever Kazuo sees the picture he painted, he remembers his fishing near Toi-misaki.
- エ Kazuo wanted the local fisherman to catch the flying fish.

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	ア	seen	イ	swimming
	ウ	ate		
問2	①	I didn't know what to do		
	②	why don't you give it a try		
問3		イ		
問4		ウ		

◆ 解説 ◆

問1 ア 受動態は<be 動詞+過去分詞>で表す。

イ 文意から「～している...」の意味を表す現在分詞にする。mを重ねることに注意。

問2 ① 「何をしたらよいかわからなかった」 what to ～＝「何を～すればよいか」

② 「やってみてはどうですか」 Why don't you ～? ＝「～してはどうですか」 give it a try ＝「やってみる」

問3 直前に「これが私の夏休みの大好きな思い出です」と言っていることから考える。

問4 ウ 「和夫さんは自分の描いた絵を見るといつも、都井岬の近くでした釣りを思い出します」 whenever ＝「～するときはいつも」 第1段落第6・7文参照。<remind +(人)+of ～>＝「(人) に～を思い出させる」

◆ 問題 ◆ 20 - 4 - 63

次の英文は、中学生の智子 (Tomoko) さんが書いた英語のスピーチ原稿です。後の問1～問6の問いに答えなさい。
(宮崎県 2008 年度)

My grandma lived alone in Miyazaki. My family moved from Saitama to Miyazaki last year because of my father's *transfer and now we live with her. I didn't want to change schools before coming to Miyazaki. I was a member of the tennis club and really liked playing tennis with my friends. It was so hard for me to say goodbye to them. I felt sad to know that my new school didn't have a tennis club. My parents encouraged me to start another sport, but I was not sure I could get along with the members in a different club. So I didn't join any clubs.

My grandma is 71 years old, and she always wants to try something new. She likes playing sports, listening to pop music, and so on. One day, she asked me to teach her and her friends how to use computers. I said to her, “(①) But it's difficult for you to use computers. I'm afraid you can't do it.” Then she took out a newspaper and said, “How do you know that? Many *elderly people are now using computers. Tomoko, please read this.”

I was surprised to read in the newspaper that nearly half of Japanese people *in their late 60s were using the Internet. The *number of Japanese people in their 70s who were using the Internet went up from 15.4% in 2005 to 32.3% in 2006. *As for the Japanese over 80, the number went up from 6.9% in 2005 to 16% in 2006. My grandma said, “Now you see? If you say you can't do something, you can't do it. (②) when you start learning something new.”

A few days later I taught my grandma and her friends how to use computers. They learned it much faster than I thought. That impressed me a lot. The next day she said to me, “Tomoko! Finally, I did it! When I *turned on my computer this morning, I was so happy to see the e-mails that came last night. Thank you for teaching us how to use computers.” One of her friends also sent me an e-mail saying, “Thank you, Tomoko-chan. I sometimes felt lonely because I live alone. But now, I'm not lonely. I can get all kinds of information through the Internet. I can also communicate with my friends more *easily. I'm much happier now.”

This experience showed me that we should not be afraid of trying something new. ③ If you stop trying new things, you might lose something important. My grandma encouraged me to start something new. Now I've been a member of my new school's basketball club for five months and I have many friends. I'm happy to live with my grandma who teaches me alot.

注	transfer 転勤	elderly people 高齢者	in one's late 60s 60歳代後半の
	number 数	as for ～に関して言えば	turn on ～をつける
	easily 簡単に		

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～ウから1つ選び、記号で答えなさい。

- (1) Because _____, she didn't want to change to another school.
- ア Tomoko's dream was to be a good tennis player
 - イ Tomoko wanted to keep playing tennis with her friends
 - ウ Tomoko had to leave Saitama without saying goodbye to her friends
- (2) Tomoko's grandma _____.
- ア has a friend who teaches her how to use a computer
 - イ often practices tennis with Tomoko
 - ウ is interested in new things
- (3) An e-mail from a friend of Tomoko's grandma said, “_____.”
- ア I'd like to live with my children in the future
 - イ The Internet makes my life happier
 - ウ Thank you very much for typing my friend's address

問2 (①) に入る最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

- ア No way.
- イ Thanks a lot.
- ウ I think so too.
- エ I'd love to.

問3 日本の高齢者のインターネット利用状況について、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 60歳代後半のうち、半数近くがインターネットを利用している。
- イ 70歳代では、2005年に比べ2006年の方がインターネット利用者の割合が減った。
- ウ 80歳代では、2005年から1年間でインターネット利用者の割合が5倍に増加した。
- エ 年代が上がるにしたがって、インターネット利用者の割合は高くなる。

問4 (②) に入る最も適切なものを、次のア～ウから1つ選び、記号で答えなさい。

- ア It's never too late
- イ You must be young
- ウ You are not like me

問5 本文の内容に合っているものを、次のア～オから2つ選び、記号で答えなさい。

- ア Tomoko sent an e-mail to her grandma's friend in her grandma's place.
- イ Tomoko read on the Web that many elderly people were learning to use computers.
- ウ Tomoko was moved because her grandma asked her to use a computer.
- エ Tomoko didn't need a lot of time to teach her grandma how to use a computer.
- オ Tomoko's grandma made Tomoko cheerful by giving the advice of trying something new.

問6 下線部⑥If you stop trying new things, you might lose something important. の内容を、智子さんに置き換えた場合どのような内容になりますか。日本語で説明しなさい。

◆ 解答用紙 ◆

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

◆ 解答 ◆

問1	(1)	イ	(2)	ウ
	(3)	イ		
問2	エ			
問3	ア			
問4	ア			
問5	エ		オ	
問6	例 もし智子さんが、新しい部（バスケットボール部）に入らない（入らなかった）なら、多くの友達ができない（できなかった）かもしれない。			


◆ 解説 ◆

- 問1 (1) イ 「智子は友だちとテニスを続けたかった」 第1段落第3・4文参照。
 (2) ウ 「新しいことに興味があります」 第2段落第1文参照。
 (3) イ 「インターネットのおかげで生活がより楽しい」 第4段落最終3文参照。
- 問3 ア 第3段落第1文参照。
- 問4 ア 「決して遅すぎることはありません」
- 問5 エ 「おばあさんにコンピュータの使い方を教えるのに、智子はあまり時間を必要としませんでした」 第4段落第2文参照。
 オ 「智子のおばあさんは何か新しいことをやってみるようにアドバイスして、智子を元気づけました」 最終段落第3・4文参照。<encourage+(人)+to ~>= 「(人) に～するように励ます」
- 問6 最終段落第4文で、バスケットボール部に入ってたくさんの友だちができたと言っているので、バスケットボール部へ入部しなかった場合を仮定して書けばよい。

◆ 問題 ◆ 20 - 4 - 64

次の英文の表題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 2008年度)

<p>The Port* of Shibushi is a big port in Kagoshima. Many ships* use this port. Some of them carry people to cities like Osaka. Among these people, there are students who go on school trips. Some ships carry farm products* to China and other countries. Also, a lot of food for animals is brought to Shibushi. This port is important for Kagoshima.</p>	
<p>注 port 港 ship(s) 船 farm product(s) 農産物</p>	

- ア 志布志港の役割
- イ 志布志港の施設
- ウ 志布志港の景観
- エ 志布志港の歴史

◆ 解答用紙 ◆

◆ 解答 ◆

ア

◆ 解説 ◆

◆ 問題 ◆ 20 - 4 - 65

次は、ヨーク (York) 村にあるトンネル (tunnel) と、それを完成させた Beth のひいおじいさん (great-grandfather) についての話です。英文を読んで、あとの問1～問6の問いに答えなさい。

(鹿児島県 2008 年度)

When I was a child, my family left York. My father found a new job in a city. Before we left, he told me a story about my great-grandfather Tom and his wife Mary.

A long time ago, people in York had to walk for many hours to get to the next village. There was a big mountain between the two villages. Everyone wanted to have a tunnel, but they knew they couldn't. Only Tom thought that he could build the tunnel. He knew a lot about building tunnels. When he told the people about his dream, everyone said, "① I can't believe it." So Tom talked and talked about it with them. Finally the people agreed. Tom and his workers* started to build the tunnel.

But one day there was a big accident*. Tom and some workers were badly injured*. Tom couldn't walk, talk or even move. His workers thought, "We should stop the work. We can't finish it without Tom." Tom thought in his hospital room, "② Was the tunnel just a dream? I cannot do anything to finish the tunnel." Suddenly a wind came into the room. Just then he saw the blue sky through the window. "Oh, it's a beautiful sky! It's a message for me. I must finish the tunnel," he thought.

Mary wanted to help Tom. Tom could still move one finger. She had ③ a good idea. "Tom, look at this alphabet chart* with 'A' to 'Z,'" said Mary. "I'll move my finger on this chart. If you want 'A', please tap* the table with your finger when I come to 'A'. If you want 'Z', can you tap when I come to 'Z'? Then I will know what you want to say. If you understand me, please tap." Tom tapped the table. Their communication started again.

Tom's workers started to build the tunnel again. When they had a problem, they always asked Tom what to do. Tom gave his answer to them with Mary's help. Mary helped Tom for ten years. When the tunnel was finally built, a picture of Tom and Mary was taken in front of the York Tunnel. He was sitting in a wheelchair* and his wife was standing by him. They looked happy.

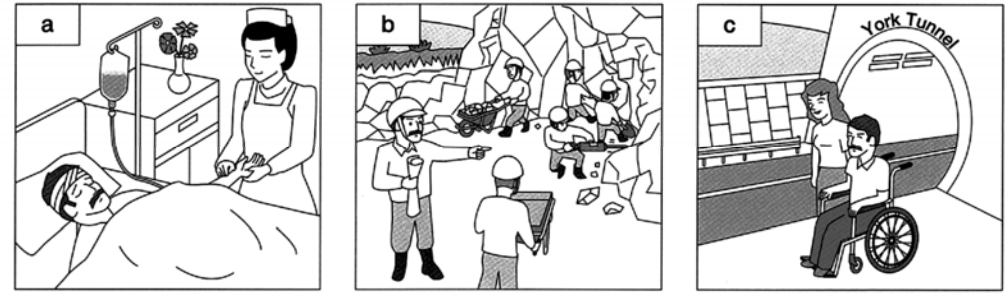
One day in the fall, my family left York. When we were riding in the car through the tunnel, my mother said, "How are you feeling, Beth?" "I'm sad," I said. "But I will never forget this tunnel. My great-grandfather ④ . So I am proud of * him." Soon we left the tunnel. The sky was so blue.

Our new life began.

I have not visited York for many years. But I would like to go there and see the York Tunnel again.

注 worker(s) 労働者 accident 事故 be badly injured 重傷を負う
 alphabet chart アルファベット表 tap 軽くたたく wheelchair 車イス
 be proud of ～を誇りに思う

問1 次の a ~ c の絵は、本文中の Tom に関する場面を表している。時間の流れに沿って並べかえたとき、下のア～エの中から正しいもの一つを選び、その記号を書け。



ア a → b → c イ a → c → b ウ b → c → a エ b → a → c

問2 次の英文が下線部①の話し手の気持ちを表すように、(a), (b) に最もよくあてはまる語を、下のア～オの中からそれぞれ一つを選び、その記号を書け。

Building the tunnel is too (a) because the mountain is so (b).

ア difficult イ easy ウ large エ small オ useful

問3 下線部②のように Tom が思った理由として最も適当なものを、下のア～エの中から一つを選び、その記号を書け。

- ア トンネルの建設費用が思っていたよりもかかったから。
- イ 自分が歩いたり話したりすることができなくなったから。
- ウ 仕事のために急に家族と一緒に引っ越すことになったから。
- エ 一緒に働いていたヨーク村の人々を信頼できなくなったから。

問4 下線部③の内容の説明となるように、次の文の [] に10字程度の日本語を書け。

アルファベット表を利用して、[] をメアリーが理解すること。

問5 [④] に、本文の内容に合うように、適当な英語を補って英文を完成せよ。ただし、英語は3語以上で書くこと。

問6 本文の内容に合っているものを、下のア～オの中から二つを選び、その記号を書け。

- ア People in York didn't want a tunnel to get to the next village.
- イ Beth's great-grandfather Tom died before the tunnel was built.
- ウ Tom had an accident when he was working at a hospital in York.
- エ Tom believed he had to finish the tunnel when he saw the blue sky.
- オ Beth wanted to remember the York Tunnel when she left the village.

◆ 解答用紙 ◆

問1				
問2	a		b	
問3				
問4	10:			
問5				
問6				

◆ 解答 ◆

問1	エ			
問2	a	ア	b	ウ
問3	イ			
問4	トムが何を伝えたいのか			
問5	finished the tunnel			
問6	エ		オ	

◆ 解説 ◆

- 問1 b Tom と作業員たちがトンネル工事をしている場面。第2段落最終文参照。⇒ a Tom がけがをして入院している場面。第3段落第2・6文参照。⇒ c Tom と Mary がヨーク・トンネルの前で写真を撮ってもらっている場面。第5段落第5・6文参照。
- 問2 「山がとて**も**大**き**いので、トンネルを作ることは**難**しすぎます」
- 問4 第4段落最後から4文目参照。
- 問5 直後に、「だから私は彼を誇りに思います」と言っていることから考える。
- 問6 ア 「ヨーク村の人たちは、隣の村へ行くためのトンネルがほしくはなかった」 みんながほしがっていた。
 イ 「Beth の曾祖父の Tom はトンネルができる前に亡くなりました」 完成したトンネルの前で写真を撮っているの**で**、亡くな**っ**ては**い**ない。
 ウ 「Tom はヨーク村の病院で働いていたときに事故にあいました」 トンネルの工事中に事故にあった。
 エ 「Tom は青空を見たとき、トンネルを完成させなければなら**な**いと思**い**ました」 第3段落最後から4文目と最終文参照。
 オ 「Beth は村を離れるとき、ヨーク・トンネルを覚えてお**き**たいと思**い**ました」 第6段落第4文参照。

◆ 問題 ◆ 20 - 4 - 66

次の英文は沖縄の高校生、絵里（Eri）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 2008 年度）

Last Sunday I went shopping with my mother in Naha City. We bought some clothes at a department store and had lunch at a restaurant. We were waiting for our bus at the bus stop. A young man came to us and told us about “*Candle Night 2007.” He said “Just *turn off the *light from 8:00 pm to 10:00 pm, from June 22 to 24. This is an event to *save energy and to think about the world. A lot of people join this event in many countries.”

I was interested in the event and used the Internet to know more about it. I was very surprised to know about *global warming. I talked with my father and he said “Let’s join this event and *share the idea with others.”

On June 22, my family joined the “Candle Night 2007.” My mother cooked a special dinner and invited my grandmother. We had dinner in the candle light. My little brother was afraid because it was *dark. He put his hand on my hand. He asked me to stay with him, and so I did.

After dinner, we had dessert. We talked a lot about many things. My grandmother said there was no TV when she was little. At first, I couldn’t *imagine life without TV. But I enjoyed the time without it because I really had a great time with my family that night.

“Candle Night 2007” is over. But I still want to do something good for the Earth. This summer I will read some books. I want to know what I can do for the Earth.

注 candle ろうそく turn off 消す light 明かり save energy エネルギーを節約する
global warming 地球温暖化 share 共有する 分かち合う dark 暗い imagine 想像する

問1 次の各問いに対する答えとして最も適切なものをア～エの中から1つ選び、その記号を書きなさい。

1 Where did a young man tell Eri about “Candle Night 2007”?

- ア At a department store.
- イ At a restaurant.
- ウ At the bus stop.
- エ At home.

2 How did Eri learn about “global warming”?

- ア From the young man.
- イ On the Internet.
- ウ On TV.
- エ From books.

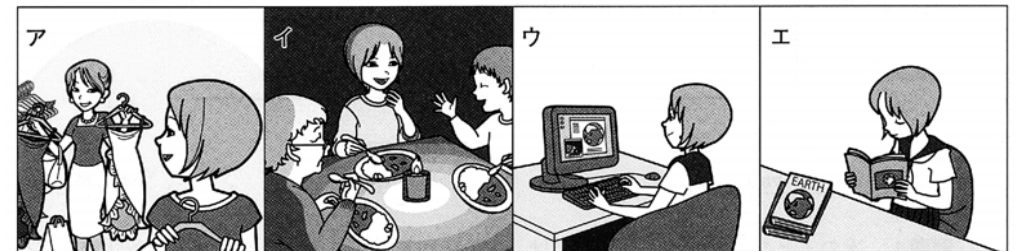
3 What did Eri do for her little brother?

- ア She made dinner for him.
- イ She bought a candle for him.
- ウ She gave him dessert.
- エ She stayed with him.

4 Why did Eri enjoy the time without TV?

- Because ア she had a special dinner with her grandmother.
- イ she liked the candle light.
- ウ she had a wonderful time with her family.
- エ she did something good for the world.

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	ウ	2	イ
	3	エ	4	ウ
問2	(ア) → (ウ) → (イ) → (エ)			

◆ 解説 ◆

- 問1 1 問いは「若い男の人は、どこで絵里に『Candle Night 2007』について話しましたか」。第1段落第3・4文参照。
- 2 問いは「絵里はどのようにして地球温暖化について学びましたか」。第2段落第1・2文参照。
- 3 問いは「絵里は弟のために何をしましたか」。第3段落最終文参照。
- 4 問いは「絵里はなぜテレビのない時間を楽しみましたか」。第4段落最終文参照。
- 問2 ア 第1段落第1・2文の場面。
 イ 第3段落第3文の場面。
 ウ 第2段落第1文の場面。
 エ 第5段落第3文の場面。

◆ 問題 ◆ 20 - 4 - 67

次の文は、台風の影響やその被害への予防策などを述べたものです。以下の問いに答えなさい。

(沖縄県 2008 年度)

A big typhoon hit Okinawa last July with heavy rains and strong winds. Hundreds of *flights to and from Okinawa were late or *cancelled.

*Future typhoons may become bigger because *the Earth is getting warmer. *Scientists say that typhoons may get stronger because their power comes from warmer sea waters.

Though you can't stop typhoons, you can take some *precautions. Here are some ways:

CAUTIONS!

Before a typhoon comes, you need to:

ア Listen to the radio or TV

イ *Prepare flashlights

ウ Keep some water

エ *Trim the trees around your house

Let's keep these in mind and remember the old saying: "Look () you *leap".

注 flight 飛行機の便 cancel キャンセルする future 将来 the Earth 地球
 scientist 科学者 precaution 予防策 prepare flashlights 懐中電灯を準備する
 trim 刈り込む 整える leap 跳ぶ

問1 次の1と2の文の()には、上の予防策が入ります。最も適当な予防策をア～エの中からそれぞれ1つ選び、その記号を書きなさい。

- 1 You need to () for information about the typhoon.
- 2 You need to () to drink.

問2 本文の内容に一致するものを下記の1～4の中から2つ選び、その記号を書きなさい。

- 1 There were strong winds during the typhoon last summer.
- 2 All flights to Naha Airport didn't arrive.
- 3 You should cut the trees around your house after the typhoon.
- 4 Typhoons may become stronger because the sea waters are becoming warmer.

問3 下線部は、“転ばぬ先の杖” という意味を表すことわざです。()に入る最も適当な語を次のア～エから1つ選び、記号で答えなさい。

- ア before イ after ウ but エ that

◆ 解答用紙 ◆

問1	1		2	
問2				
問3				

◆ 解答 ◆

問1	1	ア	2	ウ
問2	1 4			
問3	ア			

◆ 解説 ◆