

2007 (平成 19) 年度 実施

長文読解 I 会話文・会話文の内容把握・その他

◆ 問題 ◆ 19 - 3 - 1

次の英文は、直子と彼女の学校で英語を教えているスミス (Smith) 先生との会話です。これを読んで、問いに答えなさい。

(北海道 2007 年度)

Naoko : Hello, Mr. Smith. I heard you went back to the U.S. during your summer vacation.
How was your stay there ?

Mr. Smith : It was good. I went back to my hometown, San Francisco. During my stay in San Francisco, I traveled to Chicago by plane to see my friends, and then I went from Chicago to San Francisco by train.

Naoko : By train ? How long did it take from Chicago to San Francisco by train ?

Mr. Smith : (1)

Naoko : Wow ! Three days ?

Mr. Smith : Yes. The U.S. is a large country. It takes a long time to travel across the U.S. by train. So people usually travel by plane for long-distance trips.

But (2), so I went back to San Francisco by train. It was a wonderful trip. I did many great things on the train.

Naoko : What did you do on the train ?

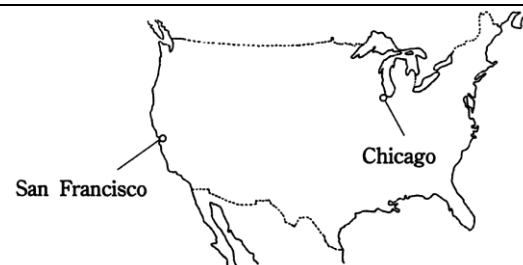
Mr. Smith : I talked with many people from other countries. I also took many pictures from the train.

Naoko : That sounds interesting !

Mr. Smith : I'll show you some pictures I took from the train. Here you are.

Naoko : Thank you. Wow ! These are great !

Mr. Smith : They're pictures of the Rocky Mountains. The mountains were very beautiful. I want to go there again.



注 the U.S. アメリカ合衆国 hometown 故郷
San Francisco サンフランシスコ(アメリカ合衆国の都市) travel 旅行する
Chicago シカゴ(アメリカ合衆国の都市) large 大きな long-distance trips 長距離旅行
the Rocky Mountains ロッキー山脈

問1 本文の内容から考えて、 (1) に入る最も適当なものを、ア～エから選びなさい。

- ア I took my friends there three days ago.
- イ I haven't seen them for three days.
- ウ It was sunny three days ago.
- エ It took three days.

問2 本文の内容から考えて、 (2) に入る最も適当なものを、ア～エから選びなさい。

- ア I had a lot of free time
- イ I had no time to travel to San Francisco
- ウ I wanted to get to San Francisco early in my trip
- エ I wanted to enjoy a plane trip

問3 下線部の直子の質問に対するスミス先生の答えを、本文の内容から、具体的に日本語で2つ書きなさい。

問4 次の英文は、直子が、この日のスミス先生との会話の内容について書いた日記の一部です。日記の内容が本文の内容に合うように、 A ~ C に入る適当な1語をそれぞれ書きなさい。

Today I talked with Mr. Smith about his trip in the U.S. Mr. Smith went to Chicago by A, and then he went to San Francisco by B. Mr. Smith had a good time on the train. I saw some C taken by him during his train trip. They were very beautiful. I want to travel by train in the U.S., too !

注 taken take の過去分詞形

問5 本文の に、「列車からそのすばらしいながめを見るのは楽しかった。」という意味を表す英文を書きなさい。

◆ 解答用紙 ◆

問1			
問2			
問3			
問4	A		B
	C		
問5			

◆ 問題 ◆ 19 - 3 - 2

次の英文は、カナダでホームステイをしている健二が、ホームステイ先のクリスティ (Christie) とお祭り (festival) に行ったときの会話です。これを読んで、問いに答えなさい。

(北海道 2007 年度)

Kenji : Wow! There are many people and pavilions.

Christie : Yes. Every August people from other countries show us their traditional music, clothing and food at their pavilions.

Kenji : Is there a Japanese pavilion?

Christie : Well, let's look at this leaflet. It is near here. Look! The Japanese pavilion is over there. Let's go, Kenji.

Kenji :

..... Kenji and Christie are running to the Japanese pavilion.

Christie : There are many people in front of the pavilion, Kenji! What is happening there?

Kenji : Oh, some Japanese people are playing the taiko, a Japanese drum.

Christie : Taiko?

Kenji : We sometimes play it in festivals in Japan. It makes the festivals more exciting.

Christie : Great! The sound of the taiko is really soulful!

Oh, (have just / they / playing / finished) the taiko. I want to listen to the taiko more.

Kenji : Do you like it?

Christie : Yes, I love it. Have you ever played the taiko, Kenji?

Kenji : , I . When I was a child, I really enjoyed playing it.

Christie : I see. I want to know more about Japan. Let's go into the Japanese pavilion!

Kenji : OK. I'll tell you more about Japanese things.

注 pavilion(s) 展示会場 traditional 伝統的な clothing 衣服 leaflet リーフレット, ちらし
happen 起こる drum 太鼓 sound 音 soulful 感情のこもった

問1 本文の , に入る英文として最も適当なものを、ア～エからそれぞれ選びなさい。

- ア Yes, let's.
- イ You're welcome.
- ウ No, thank you.
- エ That's right.

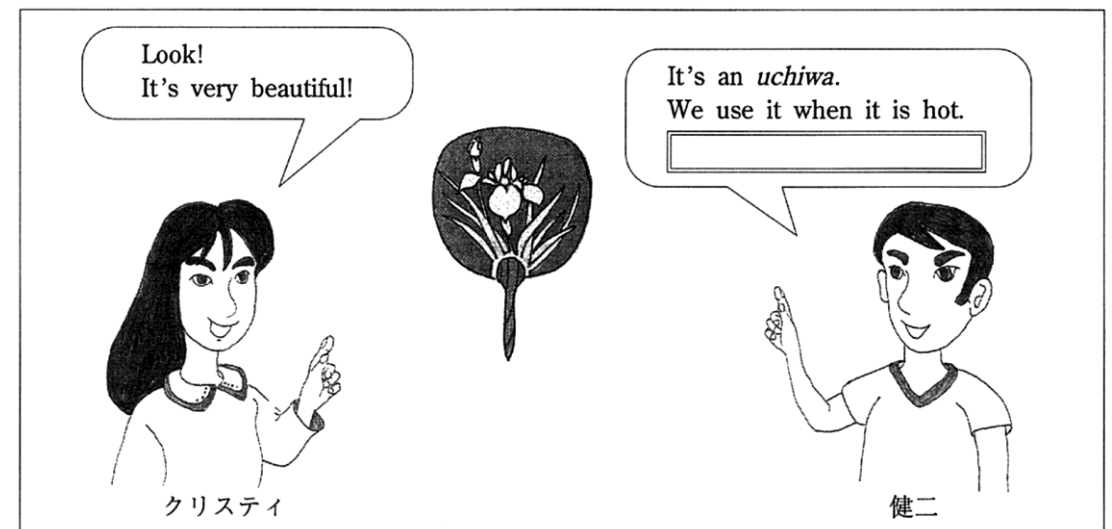
問2 下線部が正しい英文となるように、()内の語を並べかえて書きなさい。

問3 本文の内容に合うように、 , に入る適当な1語をそれぞれ書きなさい。

問4 本文の流れに合うように、次のア～オの文を並べかえ、記号で答えなさい。

- ア Kenji told Christie that the taiko makes the festivals more exciting.
- イ Christie found many people in front of the Japanese pavilion.
- ウ Kenji and Christie watched some Japanese people playing the taiko.
- エ Christie looked at the leaflet to find the Japanese pavilion.
- オ Kenji told Christie that he enjoyed playing the taiko when he was a child.

問5 次の絵は、日本の展示会場で、壁に飾られているうちわ (uchiwa) について、健二とクリスティが英語で会話している場面のもので、あなたが健二になったつもりで、 に、うちわの使い方を知っているかということをたずねる英文を書きなさい。



◆ 解答用紙 ◆

問1	(1)			
	(2)			
問2	Oh, the taiko.			
問3	A		B	
問4	→ → → →			
問5				

◆ 問題 ◆ 19 - 3 - 3

次の英文は、ALT のブラウン先生 (Mr. Brown) が、武史 (Takeshi) や由紀 (Yuki) のクラスで授業をしたときのものです。教室のテーブルの上には、大きなグラス (glass) と、砂 (sand)、小石 (gravel)、4 個の大きな石 (rock(s)) が置いてあります。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 2007 年度)

Mr. Brown: I'll give you a question. Look. We have sand, gravel, and four rocks. Can you put all of these things into this glass? You have to decide what you will put first among the three things. If you do it in the right order*, you can put all of them into the glass. What will you put first? Anyone?

Takeshi: Mr. Brown, I'll put the sand first.

Mr. Brown: OK. Now try.

(Takeshi tries. He begins to put the sand first.)

Takeshi: ① I can't put the last rock into the glass. Mr. Brown, may I try again?

Mr. Brown: Yes, sure.

Takeshi: This time I'll put the rocks first, then the gravel, and the sand last.

Mr. Brown: I see. Try again.

(Takeshi tries again.)

Takeshi: I put all of them into the glass!

Mr. Brown: Very good, Takeshi.

Now, everyone, let's suppose that* this glass is your school life. I know you are going to do many things to make your school life full*. If you do them in the right order, you can do all of them. So, decide what are the "rocks" in your school life and do them first.

Yuki: Mr. Brown, you mean the "rocks" are the very ② things in our school life, right?

Mr. Brown: Yes. Without the "rocks," you can't make your school life full.

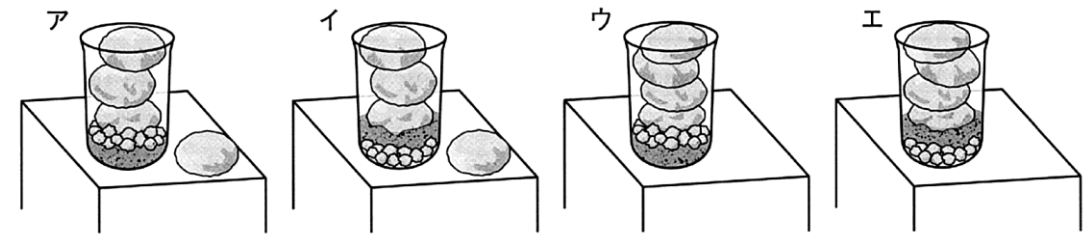
Yuki: Then, my "rocks" are studying hard, doing club activities* and making friends.

Mr. Brown: Very good, Yuki. Everyone, what are the "rocks" for you? Keep the "rocks" in mind*, and have a wonderful high school life!

in the right order 正しい順序で suppose that ~ ~と仮定する full 充実した

club activities クラブ活動 keep ~ in mind ~を心に留める

問1 文中の下線部① I can't put the last rock into the glass について、このときの、砂、小石、石とガラスの状態として最も適当なものを、次のア～エのうちから一つ選び、その記号を書きなさい。



問2 文中の ② に入る最も適当な英語を、次のア～エのうちから一つ選び、その記号を書きなさい。

- ア easy
- イ small
- ウ lucky
- エ important

問3 ブラウン先生がこの授業で生徒に伝えたかったことは何ですか。次のア～エのうちから最も適当なものを一つ選び、その記号を書きなさい。

- ア 充実した高校時代を過ごすためには、いったん自分が決めたことは最後までやり通すこと。
- イ 充実した高校時代を過ごすためには、まず何をすべきかの優先順位を考えて行動すること。
- ウ 充実した高校時代を過ごすためには、友人と協力をしながらすばらしい思い出を作ること。
- エ 充実した高校時代を過ごすためには、何かに集中するよりもたくさんのことに挑戦すること。

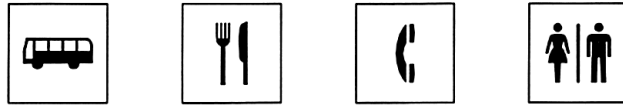
◆ 解答用紙 ◆

問1	
問2	
問3	

◆ 問題 ◆ 19 - 3 - 4

次の英文は、同級生の明雄とハンスの会話です。この英文を読んで、あとの問1～問7の問いに答えなさい。
(宮城県 2007年度)

Hans : Akio, have you ever seen these pictures ?



Akio : Yes. I often see them when I walk (①) the town.

Hans : These kinds of pictures are used all over the world. When I went to China with my family, they helped us a lot. They are called "pictograms."

Akio : When the World Cup was ② [hold] in Germany last year, there were a lot of TV programs about your country. So I saw some pictograms used in Germany (③) TV.

Hans : Did you ? Well, do you know why pictograms are used all over the world ? During the World Cup, my brother worked as a volunteer. He told me ④ something that happened to him near the stadium.

Akio : Tell me about that, Hans.

Hans : OK. A woman talked to my brother in a foreign language. ⑤ (彼女はバスに乗りたかった。) He understood that. But he could not tell her the way to the bus stop in her language.

Akio : What did he do ?

Hans : He had a map with pictograms. He used the map to show her the way.

Akio : That's great. Pictograms help us when we look for places like a bus stop or a restaurant in foreign countries.

Hans : You're right. We can guess things or places without words if we use pictograms. So ⑥ they are used when a lot of people come from foreign countries.

Akio : I see.

Hans : There are some foreign students in this town. Some of them have just arrived in Japan and cannot understand Japanese well. I will make a town map with pictograms for them.

Akio : Oh, that's a good idea.

Hans : ⑦ Can you help me ?

Akio : Sure.

注 pictograms ピクトグラム (絵表示) World Cup (サッカーの) ワールドカップ大会
Germany ドイツ programs 番組 stadium 競技場 understood < understand
arrived < arrive 到着する

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

ア on イ during ウ of エ around オ with

問2 下線部②の[]内の語を適切な形に直しなさい。

問3 下線部④の示す内容として最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

- ア ボランティアの人たちに助けもらったこと。
- イ ドイツでワールドカップ大会が行われたこと。
- ウ 外国語でバス停へ行く道をたずねられたこと。
- エ ピクトグラムが使われているのを知ったこと。

問4 下線部⑤の()内の日本語を、英語に直しなさい。

問5 下線部⑥の理由を具体的に述べている部分を、明雄のことばの中から見つけ、日本語で書きなさい。

問6 下線部⑦について、ハンスは明雄に何を手伝ってほしいのか、次の(A), (B)に適切な日本語を入れなさい。

この町に最近やってきた(A)のために、ピクトグラムを使って(B)を作るのを手伝ってほしい。

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

- ア Akio saw pictograms for the first time when Hans showed him some.
- イ If we want to see pictograms, we have to go abroad.
- ウ Pictograms were used during the World Cup in Hans's country.
- エ A woman asked Hans the way to the bus stop and he told it to her.
- オ We don't have to know foreign languages to understand pictograms.
- カ Hans is the only foreign student who lives in Akio's town.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 5

ケニア(Kenya)からの留学生ダンカンが、家に遊びに来た真紀と次のような会話をしています。この英文を読んで、あとの問1～問6の問いに答えなさい。

(宮城県 2007年度)

Duncan : I read ① an interesting thing in a book. It was about plastic bags.

Maki : Plastic bags ?

Duncan : Yes. About thirty billion plastic bags are used in Japan every year.

Maki : I didn't know that.

Duncan : It means everyone in Japan gets one plastic bag every day. I was very surprised. Do you get plastic bags at stores ?

Maki : Yes, I get them when I buy something.

Duncan : Do you use them again ?

Maki : I use some of them. But many of them will become garbage.

Duncan : ② I think it's mottainai.

Maki : What ? Did you say mottainai ?

Duncan : Yes. Do you know Wangari Maathai ? ③ I (a / from / it / book / learned) about her.

She likes the Japanese word, and I also like it very much.

Maki : I have heard her name, too. She is the woman who got the Nobel Peace Prize in 2004.

Duncan : She has worked hard to protect the environment for a long time.

I'm interested in protecting the environment, too.

Maki : What can we do ?... Oh, Duncan, you have a nice thing on the table !

Duncan : This tablecloth ?

Maki : It is not a tablecloth. It is a furoshiki.

Duncan : Furoshiki ?

Maki : It is something for carrying things. I saw an old woman at a store last week. When a clerk tried to put things into a plastic bag, she took out her furoshiki and used it to carry things she bought.

Duncan : Oh, we can use a furoshiki as a bag when we buy something ! That's a good idea. I think there are a lot of things we can do for the earth. To use a furoshiki is just one of them.

We should always have the word mottainai in our minds and think what we can do.

Maki : I agree with ④ your idea.

注 plastic bags レジ袋 thirty billion 300億 garbage ゴミ
 Wangari Maathai ワンガリ・マータイ (ケニアの環境保護活動家)
 Nobel Peace Prize ノーベル平和賞 protect 守る environment 環境
 tablecloth テーブルクロス clerk 店員 take out 取り出す minds 心

問1 下線部①について、an interesting thing の内容として最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

- ア All plastic bags we get at stores will become garbage.
- イ Japanese people use many plastic bags every year.
- ウ Many people in Kenya use the Japanese word mottainai.
- エ Duncan uses his furoshiki as a tablecloth.

問2 下線部②について、ダンカンがそのように考える理由を日本語で書きなさい。

問3 下線部③の()内の語を正しく並べかえ、英文を完成させなさい。

問4 本文中の , に入る最も適切なものを、次のア～カからそれぞれ1つずつ選び、記号で答えなさい。

- ア What's that ?
- イ She will get it.
- ウ I don't know her.
- エ Did you buy it ?
- オ Who is she ?
- カ That's right.

問5 下線部④の内容を、具体的に日本語で書きなさい。

問6 次の英文はダンカンと真紀の会話の内容をまとめたものです。会話の内容に合うように (⑤) ~ (⑦) に入る最も適切な語を、それぞれあとのア～エから1つ選び、記号で答えなさい。

Duncan is from Kenya. His (⑤) Japanese word is mottainai. He knows many plastic bags are used in Japan. At stores clerks (⑥) us plastic bags when we buy something. And many of them will become garbage. It is not good for the environment. It is important to (⑦) the word mottainai in our minds.

- (⑤) ア easy イ favorite ウ different エ own
- (⑥) ア give イ take ウ make エ have
- (⑦) ア show イ come ウ keep エ buy

◆ 解答用紙 ◆

問1	①	
問2	②	
問3	③	I about her.
問4	A	
	B	
問5	④	
問6	⑤	
	⑥	
	⑦	

◆ 問題 ◆ 19 - 3 - 6

次は、留学生の李 (Lee) と中学生の真理 (Mari) が、李の韓国 (Korea) の学校 (Seoul Junior High School) の英語のホームページ (home page) を見ながら会話をしている場面です。ホームページやグラフ (graph) を参考に問1～問5の問いに答えなさい。

(秋田県 2007年度)

李の学校のホームページ<英語版>

二人が見ているグラフ

Mari : Oh, your school looks very nice. Was it built in 1967?
 Lee : That's right. So my school is just (①) years old this month.
 Mari : I see. Lee, what is "International Day"?
 Lee : It's one of the most (②) activities for us. We have "International Day" on the second Friday every month. Students from foreign countries introduce their cultures. We play some games and sing songs.
 Mari : That's wonderful.
 Lee : Yes, and the day before "International Day", we practice together in the library.
 Mari : Do you?
 Lee : Yes. *By the way, do you know what language is used the most on the Internet?
 Mari : I think it's English.
 Lee : Right! And Chinese comes next.
 Mari : How about Japanese? I think it comes after Chinese.
 Lee : I don't know. Let's *check it on the Internet. Well... Oh, I've found it! Look at this graph. Spanish comes after Chinese. Japanese is not used as much as Spanish.
 Mari : Really? It's interesting. Lee, you can use a computer very well.
 Lee : Thank you. I'm making my home page in English.
 Mari : That's (③)! I didn't know that. Show it to me when you finish it.

注 date: 日付 by the way: ところで check: 調べる

問1 ①にあてはまる数を数字で書きなさい。

問2 ②と③に共通してあてはまるものを、次のア～エから一つ選んで記号を書きなさい。

- ア exciting
- イ careful
- ウ famous
- エ popular

問3 李 (Lee) の韓国の学校で "International Day" のために図書館で一緒に練習をするのは何曜日か、省略しない形の英語一語で書きなさい。

問4 グラフのア～ウには、それぞれ「中国語」「日本語」「スペイン語」のいずれかが入ります。「日本語」はグラフのア～ウのどこに入るか、一つ選んで記号を書きなさい。

問5 会話やホームページ、グラフ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 Mari wants to see the English home page that Lee is making.
- イ The languages used on the Internet are only English and Chinese.
- ウ Lee enjoyed some games and songs with Mari on "International Day".
- エ All the students must join "International Day" in Lee's school in Korea.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 問題 ◆ 19 - 3 - 7

中学生の健二 (Kenji) の家では、ホームステイ (homestay) を受け入れることになりました。次は、健二がこのことについて学級で紹介するために書いた英文です。健二の家に届いた申込書 (application form) を参考にし、問1～問5の問いに答えなさい。

(秋田県 2007年度)

My family will get a *chance to have a *guest from Germany. His name is Herbert Mohr. He is a teacher at a school in Germany. He is twenty-eight years old, so he is younger than our English teacher, Mr. Suzuki. This (①) Herbert will visit Akita with some other teachers to see some schools. He will also visit my family and *sleep two nights at my house. He has traveled abroad many times, but this is his (②) time to come to Japan. He speaks *German and also speaks English.

My father and mother don't speak English very well, so I must help in the communication between Herbert and my family. (A) That will be very difficult for me. But I think that will also give me a better chance to practice English. Everyone in my family has already read his messages in the application form. I've learned he is interested in Japanese culture. I want him to have a wonderful *experience in Japan. I hope we can do many things together. That will be a lot of fun.

My *knowledge about Germany is very *poor. But his homestay will give me a good chance to think about our two countries. So I'll try to learn a lot about them. Then, I will understand our two cultures (B) than now. He stays at my house only for three days, so it's very (③). I hope he will really enjoy it. It will make our family busier, but I can't wait to meet him!

注
 chance 機会 guest 客
 sleep 寝る, 泊まる German ドイツ語
 experience 経験 knowledge 知識
 poor 乏しい

健二の家に届いた申込書の一部
Application Form for Homestay
 1 Name: Herbert Mohr (ヘルベルト・モール)
 2 Nationality (国籍): Germany (ドイツ)
 3 Gender (性別): M(男) • F(女)
 ∴
 6 Period for homestay (ホームステイの期間):
April 20 - 22, 2007
 7 Messages to the host family:
I've never been to Japan, so I'd like to...
 • sleep on a 'futon' on the 'tatami'.
 • visit some beautiful places when we have time.
 • play some Japanese sports with your children.
 • have Japanese food, but I can't eat fish.

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。

【 短い, 三度目の, 暖かい, 春, 初めての 】

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 don't know very much about Japan.

問3 下線部 (A) That が指す内容を本文から読み取り、具体的に日本語で書きなさい。

問4 下線部 (B) にあてはまるものを、本文中から一語で抜き書きしなさい。

問5 his messages の内容が、健二の家に届いた申込書に書かれています。その内容に対する健二の家族の行動として最も適切なものを、次のア～オから一つ選んで記号を書きなさい。


- ア Kenji's father will buy a big bed for Herbert.
- イ Kenji's family will visit Germany with Herbert.
- ウ Kenji's family will take Herbert to Lake Tazawa.
- エ Kenji will watch a soccer game on TV with Herbert.
- オ Kenji's mother will make sashimi of fish for Herbert.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 8

次は、中学生の正夫 (Masao) と留学生のボブ (Bob) が会話をしている場面です。(1)~(4)の問いに答えなさい。
(秋田県 2007 年度)

<p>Bob : Masao, you have a cute *sticker on your sports bag. I've seen it in many places. What is it?</p> <p>Masao : It's the *mascot of *Akita Wakasugi National Sports Festival. Its name is *Sugicchi.</p> <p>Bob : Oh, I remember. I enjoyed the *winter events programs of Wakasugi Sports Festival on TV.</p> <p>Masao : Did you? Many people in Akita helped during it. I also worked as a volunteer.</p> <p>Bob : That's great! (A) [_____]?</p> <p>Masao : I showed the way for a lot of people coming to our city.</p> <p>Bob : Oh, I see. (B) [_____] you feel?</p> <p>Masao : I felt very happy. Many people gave me big smiles. Do you know the *main events of Wakasugi Sports Festival will start in September?</p> <p>Bob : Really? I would also like to help, but I don't know what to do.</p> <p>Masao : I have a good idea, Bob. My friends and I will do some volunteer work again in the main events. (C) [_____]?</p> <p>Bob : Oh, thank you!</p> <p>Masao : (D) I think [we / are / do / there / can / many things] for the Festival.</p>	
<p>注 sticker: ステッカー mascot: マスコット Akita Wakasugi National Sports Festival: 秋田わか杉国体 Sugicchi: スギッチ, 秋田わか杉国体のマスコット winter events program: 冬季大会の番組 main events: 本大会</p>	

(1) 下線部 (A) には、どのようなことをしたのかをたずねる内容の英文が入ります。四語以上の英文を書きなさい。

(2) 下線部 (B) にあてはまる英語を二語で書きなさい。

(3) 下線部 (C) にあてはまるものを、次のア～エから一つ選んで記号を書きなさい。

- ア What happened to you
- イ Why don't you join us
- ウ May I ask you a question
- エ Will you tell me about the Festival

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

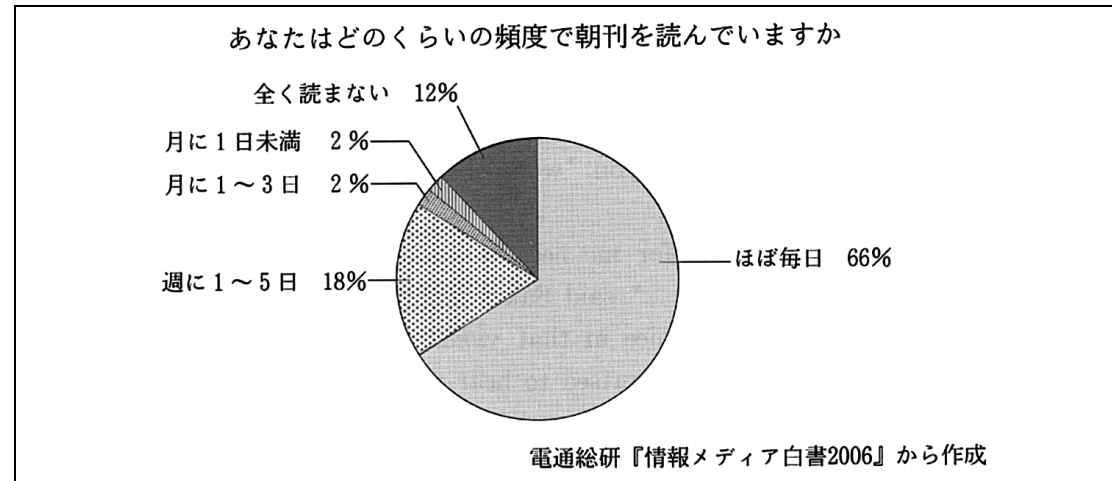
◆ 解答用紙 ◆

(1)	[_____]?
(2)	
(3)	
(4)	I think [_____] for the Festival.

◆ 問題 ◆ 19 - 3 - 9

次は、新聞(newspaper)の朝刊をどのくらいの頻度で読んでいるかについて、関東地方在住の日本人を対象に調査した結果をまとめたグラフ(graph)と、これを見た光男(Mitsuo)さんとビル(Bill)さんの対話です。このグラフと対話について、あとの問いに答えなさい。

(山形県 2007年度)



Bill: Look at this graph, Mitsuo. What do you think ?

Mitsuo: I'm surprised. Many people read morning newspapers almost every day. I read them only two or three *days a week. Do you read them every day ?

Bill: Yes, almost every day, like the 66% of the people in this graph. *In my case, I read newspapers in English, but I sometimes read newspapers in Japanese, too.

Mitsuo: Why do you like reading newspapers so much ?

Bill: Because I can get *information about the world from them. How do you get information when you don't read newspapers ?

Mitsuo: I watch TV every day.

Bill: Well, TV is OK. I like it too, but newspapers have a *merit which TV doesn't have.

Mitsuo: What is that, Bill ?

Bill: They give us a good chance to practice reading and to learn many words that we didn't know.

Mitsuo: That's a good idea. I should read newspapers more often to have ①that chance.

Bill: And then, I will read Japanese newspapers more often to learn Japanese.

注 ~ days a week 週に~日 in my case わたしの場合は information 情報 merit 利点

問2 このグラフと対話の内容に合わないものを、次のア～オから二つ選び、記号で答えなさい。

- ア 12% of Japanese people living in Kanto never read morning newspapers.
- イ Mitsuo watches TV every day and Bill reads morning newspapers almost every day.
- ウ 66% of the people in this graph read morning newspapers as often as Mitsuo.
- エ Bill says that he reads newspapers to get information about the world.
- オ Bill is going to read newspapers in Japanese more often because he does not like TV.

◆ 解答用紙 ◆

問1		
問2		

問1 下線部①that chance とは、どのような機会ですか。本文に即して、日本語で具体的に書きなさい。

◆ 問題 ◆ 19 - 3 - 10

スピーチコンテストの会場で、景子 (Keiko) とスミス先生 (Mr. Smith) が話をしています。その会話を読んで、問1～問6の問いに答えなさい。

(福島県 2007年度)

Mr. Smith : Keiko, your speech was really good !

Keiko : Do you think so ? I think I *made some mistakes in my *pronunciation.

Mr. Smith : ①(about, to, worry, don't, you, have) that. They were only small ones. You did a good job !

Keiko : Thank you, Mr. Smith. Do you think there were any other good speeches ?

Mr. Smith : Well, I made *notes about some good speeches. Here, look at this.

Good speeches		
No.	Speech title	*Impression
3	My dream	good English, good eye contact and *gestures
5	My school life	very good English, like a *diary
11	My grandmother	very good English, good *content, a little long
12	Why do we learn English?	good content, not enough eye contact

Mr. Smith : Let's see ... speech ②() was good. The title was "My grandmother." He said that his grandmother worked very hard for her family. He also told us about his love for her. I was very impressed.

Keiko : Yes, I agree. His English was really good. He spoke like an American boy. I think he practiced really hard.

Mr. Smith : But there was one problem. His speech was a little too long. Each student has five minutes, but A

Keiko : That's too bad. I thought his speech was perfect. Well, how about speech No. 5 ? I thought No. 5 was as good as No.11.

Mr. Smith : No. 5 ? Well ... the student's English was really good, but ③don't think her speech was better than speech No.11.

Keiko : Why ?

Mr. Smith : She talked a lot about her school life, but there was no message in her speech. It was like a diary. I couldn't understand what she was trying to say.

Keiko : I see. How about the other speeches ?

Mr. Smith : The content of speech No.12 was good. He talked about the *importance of studying English, and his speech had a lot of examples. His problem was eye contact. A few times B I don't think he made much eye contact with the *audience.

Keiko : You have talked about No.5, No.11 and No.12. Which was the best speech ? I think No.11 was the best one.

Mr. Smith : Well, No. 11 was good. But I think you were as good as No. 11. First, the content of your speech was really nice. I think making *robots to help old people is an interesting idea. Second, your English, your eye contact and your gestures were all really good. I understood your dream very *clearly. *Be proud of yourself.

Keiko : Thank you, Mr. Smith. *At first, I didn't think I could *give a speech in English, but now I think it's a lot of fun.

Mr. Smith : That's right. The most important thing is to have your opinion and tell it to other people clearly. Well, good luck !

注 made some mistakes いくつか間違えた pronunciation 発音 notes メモ
impression 印象 gestures ジェスチャー diary 日記 content 内容
importance 重要性 audience 聴衆 robots ロボット clearly はっきりと
be proud of ~ ~を誇りに思う at first 最初は give a speech スピーチをする

問1 下線部①の () 内の語(句)を正しく並べかえなさい。ただし、文頭に来る語(句)も小文字にしてあります。

問2 下線部②の () に入る最も適当なものを、ア～エの中から一つ選びなさい。

- ア No. 3
- イ No. 5
- ウ No. 11
- エ No. 12

問3 A , B に入る最も適当なものを、それぞれア～エの中から一つずつ選びなさい。

- ア he had to stop his speech because only some people looked at him.
- イ his speech was about four minutes long because he spoke very fast.
- ウ he looked at his notes because he didn't remember his speech well.
- エ his speech was a little longer than five minutes.

問4 下線部③とあるが、なぜスミス先生はそう言ったのですか。最も適当なものを、ア～エの中から一つ選びなさい。

- ア No. 5 didn't look at the diary during her speech.
- イ Speech No.5 didn't have any message in the speech.
- ウ No. 11 spoke the best English of all the students in the contest.
- エ Speech No. 11 was not as interesting as speech No. 5.

問5 スミス先生がスピーチで最も大事だと言っていることは何ですか。ア～エの中から一つ選びなさい。

- ア 毎日英語をたくさん勉強して、正しい英語を使うこと。
- イ 自分の考えを持ち、それを他の人にははっきりと言うこと。
- ウ 例を多く使って、スピーチの内容をわかりやすくすること。
- エ アイコンタクトやジェスチャーをバランスよく用いること。

問6 景子が自分のスピーチで話したことは何ですか。具体的な内容について 20 字程度の日本語で答えなさい。

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 11

次の対話文を読んで、下の問1～問3の問いに答えなさい。

(茨城県 2007年度)

Jenny: What are you doing, Yuki?

Yuki: I'm ^{**}folding paper cranes.

Jenny: Paper cranes? I haven't seen them before. They are very beautiful!

Yuki: Thank you. I'm folding these paper cranes for my ^{**}grandfather. He is in the hospital.
I am going to give him sembazuru, a thousand paper cranes.

Jenny: One thousand?

Yuki: Yes. Some Japanese people makes sembazuru when they want someone to be happy.

Jenny: Oh, really?

Yuki: Yes. Last year, I ^{**}broke my leg when I was playing basketball. Ⓐ I was very happy to get sembazuru from my friends then. I hope he'll be better soon with sembazuru.

Jenny: That's wonderful. I want to fold paper cranes for your grandfather with you. Ⓑ Yuki, (make you, how, me, can, show, to) sembazuru?

Yuki: Of course ! Thank you, Jenny.

fold(ing) paper cranes 折り紙でツルを折る grandfather 祖父 broke my leg 足の骨を折った

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

Sembazuru from my friends () me very happy last year.

問2 下線部Ⓑの()の中の語を正しく並べかえて、書きなさい。

問3 上の対話の内容に合うように、次の英文の (①) ~ (③) に入る適切な英語を、それぞれ 1 語ずつ書きなさい。

Yuki is folding paper cranes. Some people in (①) make sembazuru because they want someone to be happy. Yuki's friends (②) sembazuru to her last year. Yuki is now making it for her grandfather. Jenny is very impressed. She is going to (③) Yuki.

◆ 解答用紙 ◆

問1				
問2				
問3	①		②	
	③			

◆ 問題 ◆ 19 - 3 - 12

次の英文は、スウェーデンからの留学生ルーネル (Runer) と、彼のホストファミリーである香織 (Kaori) の対話の一部である。これを読んで、問1、問2、問3の問いに答えなさい。

(栃木県 2007年度)

Kaori: Long ago, some people in your country were called the "Viking" people. Right?

Runer: Oh, you know very well. I'm surprised.

Kaori: In Japan, I think we often use the word "Viking" at .

Runer: Really? Why do you use it there?

Kaori: I don't know, but usually, there are many kinds of food on the table and we can eat anything we want. We call this "Viking."

Runer: We don't use it like that in our country. Our ancestors made big and fast ships to go to many other countries.

Kaori: Oh, I have seen a ship like that. It's an amusement park ride. That is also called "Viking."

Runer: Again? Japanese people like our ancestors' name very much.

Kaori: Yes. That ride is exciting. Let's try it! You'll like it.

Runer: Sounds good! I want to try "Viking." Well, words in one country sometimes mean a different thing in another country.

Kaori: That's right. It is interesting to talk about (①) with foreign people because we can learn about their countries' (②) like this.

Runer: Yes. It is also important for us to understand each other.

Kaori: I think so too.

注 ancestor 祖先 ship 船 amusement park ride 遊園地の乗り物

問1 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 restaurants
- イ stations
- ウ libraries
- エ banks

問2 下線部の指す内容を日本語で書きなさい。

問3 本文中の (①), (②) に入れるものとして最も適切な語の組み合わせを、本文の内容に合うように選びなさい。

- | | | |
|---|-----------------|-----------|
| ア | ① food | ② name |
| イ | ① communication | ② words |
| ウ | ① history | ② rules |
| エ | ① language | ② culture |

◆ 解答用紙 ◆

問1	
問2	
問3	

◆ 問題 ◆ 19 - 3 - 13

次の [ア] ~ [エ] に当てはまる単語を、下の [] 内からそれぞれ選び、書きなさい。また、(①), (②) に当てはまる単語をそれぞれ書きなさい。

(群馬県 2007年度)

Mr. Brown : Keiko, I hear you are going to go to America during the summer vacation.

Keiko : Yes. I will stay in a town [ア] New York.

Mr. Brown : I see. Have you ever been to America?

Keiko : No, this is my first time.

Mr. Brown : How (①) will you stay there?

Keiko : For two weeks. I will [イ] back to Japan on August 12.

Mr. Brown : What do you want to do in America?

Keiko : I want to [ウ] a lot of friends. But I don't think I can speak English well.

Mr. Brown : Don't (②), Keiko. Your English is very good.

Keiko : Really? Thank you.

Mr. Brown : Please enjoy staying in America. You [エ] say "Hi!" *cheerfully and
*smile when you meet people there.

Keiko : OK, I will. Thank you, Mr. Brown.

注 cheerfully 元気よく smile 微笑む

[are come eat make near send should with]

◆ 解答用紙 ◆

ア		イ		ウ		エ	
①				②			

◆ 問題 ◆ 19 - 3 - 14

次の英文を読んで、後の問1～問4の問いに答えなさい。

(群馬県 2007年度)

Hitoshi and Naoko are talking with their ALT, Ms. Green, after school.

Ms. Green : What did you do last weekend, Hitoshi?
 Hitoshi : I watched a movie with my father on video at home.
 Naoko : What movie was it?
 Hitoshi : It was one of *Charles Chaplin's movies. My father is a fan of Chaplin, and I like his movies, too.
 Naoko : 私はチャップリンの映画を見たことはありません。
 What kind of movies are they?
 Hitoshi : They are old, and many of them are *comedies. His *humor is really wonderful.
 Ms. Green : I'm also a fan of Chaplin. I've learned from him that humor often helps us in our *lives. When we enjoy humor, we *relax and *forget sad things.
 Hitoshi : I want to be a person with a sense of humor. How can I *develop my sense of humor?
 Naoko : I also want to know the answer.
 Ms. Green : I think one of the things you can do is to try to look at things around you in different *ways. A person with a good sense of humor has fresh ways of thinking and talking about things.
 Hitoshi : I think I can try that.
 Ms. Green : Hitoshi, you are going to *make a short speech in English in the next lesson, right?
 Hitoshi : That's right.
 Ms. Green : Well, [you start why your with don't speech] some humor?
 Naoko : If you use humor, then everyone will relax and want to listen to you.
 Hitoshi : OK, I'll try my best.

注 Charles Chaplin チャールズ・チャップリン(映画俳優) comedy 喜劇 humor ユーモア
 lives life の複数形 relax リラックスする forget ～ ～を忘れる
 develop ～ ～を育てる way やり方 make a speech スピーチをする

問1 の部分を英語で書きなさい。

問2 に当てはまる英文として最も適切なものを、次のア～エから選びなさい。

- ア You can ask me another question.
- イ That's a very interesting question.
- ウ This is a good way to develop your sense of humor.
- エ I can show you one example of humor.

問3 の部分の意味が通るように、[] 内の単語を並べかえて書きなさい。

問4 本文の内容と合っているものを、次のア～オから2つ選びなさい。

- ア Hitoshi tells Naoko about the place he visited with his father on the weekend.
- イ Ms. Green asks Hitoshi some questions about Chaplin and his movies.
- ウ Naoko says that she wants to watch Chaplin's movies to forget sad things.
- エ Ms. Green tells Hitoshi and Naoko one of the ways to develop a sense of humor.
- オ Hitoshi will try to use humor when he makes his speech in the next lesson.

◆ 解答用紙 ◆

問1		
問2		
問3	Well, <input type="text"/> some humor?	
問4		

◆ 問題 ◆ 19 - 3 - 15

Masato と ALT の Mr. Jeffrey の【学校での会話】と、その数か月後の【community center (公民館) での会話】を読んで、問1～問6に答えなさい。

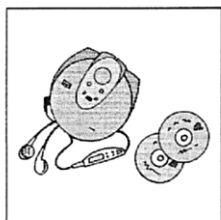
(埼玉県 2007年度)

学校での会話

Masato: You look so happy, Mr. Jeffrey. You're smiling.
 Mr. Jeffrey: Oh, hi, Masato. I was listening to a CD. It's English rakugo.
 Masato: Rakugo, a Japanese comic story? What's the story about?
 Mr. Jeffrey: It's about a man who is looking for a job. But he doesn't want to work very hard. He finds an easy job in a zoo, and funny things happen there. I've to this story many times, and I can still laugh. Rakugo shows that Japanese people have a great sense of humor. You'll also find interesting things about Japanese culture in rakugo.
 Masato: I thought rakugo is only for Japanese people.
 Mr. Jeffrey: No, it's not only for Japanese people. Now everyone who understands English can enjoy rakugo too. There're some other English rakugo CDs. English rakugo is becoming more popular now.
 Masato: Really?
 Mr. Jeffrey: Rakugo is very unique. Just one person in a kimono sits on a stage, and tells you funny stories. He only uses a fan and a towel. He can play many roles in a story without using any other things. You can imagine that people talk, eat and move before your eyes. It's just great.
 Masato: Yes, it's great. English rakugo sounds interesting too. Do you think we can learn a story or two in our English Club? Can you help us?
 Mr. Jeffrey: Of course. It will (fun learn be to) English rakugo.

注 comic story こっけいな話 funny こっけいな laugh 笑う
 sense of humor ユーモアのセンス unique 独特の stage ステージ
 a fan and a towel 扇子と手ぬぐい play many roles 多くの役を演じる
 imagine～ ～を想像する

問1 【学校での会話】に出てくるものを表している絵としてあてはまらないものを、ア～エの中から1つ選び、その記号を書きなさい。



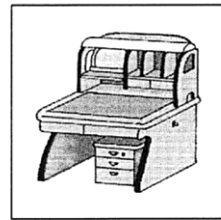
ア



イ



ウ



エ

問2 空欄 にあてはまる最も適切な1語を、英語で書きなさい。

問3 () 内の語を正しい順序に並べかえて書きなさい。

community center (公民館) での会話

Mr. Jeffrey: Your first English rakugo was a great success, Masato.
 Masato: Thank you, Mr. Jeffrey. After I talked with you about English rakugo at our school, I asked English Club members to practice English rakugo. We tried very hard to memorize stories in English. It wasn't easy for us. We practiced every day. Then we began to tell stories to each other in our club activities.
 Mr. Jeffrey: You worked very hard.
 Masato: Thank you for helping us, Mr. Jeffrey. One day a member of the club said, "Let's show our rakugo to many people." Then everyone said, "Yes, let's do it." And we started looking for a place to show our rakugo.
 Mr. Jeffrey: It was a great idea to do it as a part of the community center festival. A lot of people came to the festival. I think more than thirty people enjoyed your rakugo today. Some of them became interested in English rakugo.
 Masato: I'm glad to hear that. How was our English?
 Mr. Jeffrey: I brought some ALTs and their friends to see your English rakugo. They all understood the stories and laughed many times.
 Masato: I felt so happy when they laughed. Now I have a new plan. I'm going to do English rakugo at the school festival next year.
 Mr. Jeffrey: I hope you'll have success next time too.

注 success 成功 memorize～ ～を暗記する each other お互い

問4 空欄 にあてはまる最も適切な1文を、ア～エの中から1つ選び、その記号を書きなさい。

- ア You looked good in your kimono.
- イ It was very good.
- ウ You were interested in rakugo.
- エ I hope you'll enjoy it.

問5 Masato の新しい計画はどのようなことですか。具体的に日本語で書きなさい。

問6 【学校での会話】または【community center (公民館) での会話】の内容と合うものを、ア～エの中から1つ選び、その記号を書きなさい。

- ア Mr. Jeffrey likes Japanese culture very much and he thinks rakugo is only for Japanese people.
- イ Masato already knew a lot about English rakugo when Mr. Jeffrey told him about it for the first time.
- ウ Masato asked English Club members to practice English rakugo after talking with Mr. Jeffrey at their school.
- エ More than thirty people came to Masato's school to enjoy English rakugo.

◆ 解答用紙 ◆

問1	
問2	
問3	It will () English rakugo.
問4	
問5	
問6	

◆ 問題 ◆ 19 - 3 - 16

次は、留学中の由美(Yumi)と友人のジェニー(Jenny)との対話文です。この対話文を読んで、あとの問1～問3の問いに答えなさい。

(千葉県 2007年度)

Jenny : It's been two weeks since you came here. How's your life here, Yumi?

Yumi : ① . Everything is new to me.

Jenny : Are there any places you want to see?

Yumi : I want to visit the Museum of Nature and Science. Look, Jenny. I've got a pamphlet.

Jenny : That's a really interesting museum. ② .

Yumi : Did you go with your family?

Jenny : Yes. We bought a family ticket. If a family goes together, it's cheaper.

Yumi : Well... If you go with your parents and two brothers... John is twelve and Mark is nine, right? If everyone buys a ticket separately, it will be (A) dollars in total. Wow, you can save a lot if you buy a family ticket!

Jenny : If you go there next week, I want to go with you. Is that all right, Yumi?

Yumi : Of course! ③ .

Jenny : But my parents can't go then, so we can't buy a family ticket. This time we'll pay six dollars for each ticket.

Yumi : I know, but I'm going to be a member of the museum.

Jenny : Why do you want to be a member?

Yumi : The pamphlet says ④ if I become a member. Also, they have special classes and camps only for members.

Jenny : It says members get a letter with news about nature and science, too.

Yumi : Yes. The museum will teach me a lot of things I want to know. It's great!

自然科学博物館のパムフレット

THE MUSEUM OF NATURE AND SCIENCE

Museum 9:00 a.m. - 5:00 p.m.
Museum Shop 10:00 a.m. - 5:00 p.m.
Museum Restaurant 11:00 a.m. - 4:00 p.m.

Closed on January 1, January 2 and the last Monday in May

Adult	\$ 10
Child (13 - 17)	\$ 6
Child (5 - 12)	\$ 4
Child (under 5)	FREE
Family (Parents and their children under 18)	\$ 25
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注 the Museum of Nature and Science 自然科学博物館 pamphlet パムフレット
 ticket 入場券 cheaper cheaper (安い)の比較級 separately 別々に dollar ドル
 in total 合計で save 節約する pay (お金)を払う camp キャンプ
 news ニュース a.m. 午前 p.m. 午後 adult 大人 free / for free 無料の / 無料で

問1 本文の内容に合うように、① ~ ④ に入る最も適当なものを次のア~ク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。

- ア I hope to buy it soon
- イ I'll be happy if you come with me
- ウ I'm glad you are doing well
- エ I can get a science book for free
- オ I don't need to pay to go in
- カ I'm enjoying it very much
- キ I went there three weeks ago
- ク I'll be back in a minute

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

- ア 28
- イ 32
- ウ 34
- エ 38

問3 パンフレットの内容と合っているものを下のア～エのうちから一つ選び、その符号を書きなさい。

- ア Members and children over five can visit the museum for free.
- イ The museum shop is open longer than the museum restaurant.
- ウ Everyone can join camps every season.
- エ The museum is closed every Monday in January and May.

◆ 解答用紙 ◆

問1	①	
	②	
	③	
	④	
問2		
問3		

◆ 問題 ◆ 19 - 3 - 17

Jenny と Kazuo が話をしている。□(A) 及び □(B) の中にそれぞれ入る単語の組み合わせとして正しいものは、ア～エのうちではどれか。ただし、表 1 は、Kazuo が見ている自分の春休みのスケジュールの一部であり、表 2 は、Jenny が Kazuo と話しながら見ているその日から一週間の天気予報である。

(東京都 2007 年度)

Jenny: Would you like to *go cycling ?
 Kazuo: Sounds good. When shall we go ?
 Jenny: How about Saturday ? The *weather forecast says it will be sunny.
 Kazuo: Sorry, I'm busy on that day. How about □(A) ?
 Jenny: I'm free on that day. Oh, but it will be rainy ! I want to go on a sunny day.
 Kazuo: Then how about □(B) ?
 Jenny: OK. I can't wait.

表 1

March		April	
Date	Plan	Date	Plan
28 Wednesday	free	1 Sunday	free
29 Thursday	soccer club	2 Monday	volunteer
30 Friday	free	3 Tuesday	free
31 Saturday	soccer club		

表 2

March 28 Wednesday	March 29 Thursday	March 30 Friday	March 31 Saturday	April 1 Sunday	April 2 Monday	April 3 Tuesday
cloudy	rainy	cloudy	sunny	rainy	cloudy	sunny

注 go cycling サイクリングに行く weather forecast 天気予報

- ア (A) Sunday (B) Tuesday
- イ (A) Sunday (B) Friday
- ウ (A) Monday (B) Tuesday
- エ (A) Monday (B) Friday

◆ 解答用紙 ◆

◆ 問題 ◆ 19 - 3 - 18

Bill とある女性 (Woman) がバス停で話をしている。 (A) 及び (B) の中にそれぞれ入る語句の組み合わせとして正しいものは、ア～エのうちではどれか。ただし、表は、バスの時刻表の一部である。

(東京都 2007 年度)

Bill: Excuse me. I'd like to get to Motomachi Park. Which bus should I take ?

Woman: Motomachi Park ? Take the bus for (A) . It's nine forty-eight now. The bus will come soon.

Bill: Can you tell me where to get off ?

Woman: Get off at Motomachi-zaka. It takes about twenty-five minutes. And then walk for about five minutes. You'll get to the park.

Bill: So will it take about (B) minutes from here ?

Woman: That's right.

For Chuo Station					For Himawari Hospital				
6	20	30	40	50	6	45			
7	00	15	30	45	7	10	35		
8	00	15	40		8	10	30	50	
9	10	40			9	05	20	35	50
10	25	55			10	05	20	35	50
11	25	55			11	20	50		

- ア (A) Chuo Station (B) thirty
- イ (A) Chuo Station (B) thirteen
- ウ (A) Himawari Hospital (B) thirty
- エ (A) Himawari Hospital (B) thirteen

◆ 解答用紙 ◆

◆ 問題 ◆ 19 - 3 - 19

次の対話の文章を読んで、あとの各問に答えよ。

(東京都 2007 年度)

Cathy, a student from Australia, studies Japanese in Tokyo. Mr. Nakano is her Japanese teacher. Satoru, a junior high school student, is Mr. and Mrs. Nakano's son. Now she is at their house for a "temaki-zushi" party.

Mrs. Nakano: OK, dinner is *ready. I hear you like sushi very much.

Cathy: Wow, so many kinds of sashimi and *vegetables! I like sushi very much. Are you going to make sushi for me, Mr. Nakano?

Mr. Nakano: No, no. You will make your own sushi.

Cathy: ① I Will?

Mr. Nakano: Yes. We'll all make our own sushi tonight. We call this kind of sushi "temaki-zushi". Temaki-zushi is very popular in Japan. When we *prepare temaki-zushi, we only have to cut some *ingredients, *such as sashimi and vegetables, and put them on a big dish, and make sushi rice.

Satoru: Making temaki-zushi is easy and fun.

Cathy: I see. But I've never done it before. Do you mean we can *choose our favorite ingredients to make our own sushi?

Mrs. Nakano: ② That's right. OK, everyone, let's start. But first, why don't you show her the way to do it, Satoru?

Cathy: ③ Oh, will you, Satoru?

Satoru: Sure. First, put some rice on *a piece of nori. Take some ingredients from the dish and put them on the rice. And then *roll it *into a cone shape like this.

Cathy: Thank you, Satoru. I'll try. Oh, it's not so easy for me.

Mrs. Nakano: Don't put so much rice on the nori. ④ When you do that, it is hard to make the sushi.

Cathy: Oh, I see.... OK. Look. My first temaki-zushi!

Mr. Nakano: You did a very good job, Cathy! Try it.

Cathy: Very good! I've never had such nice sushi. I didn't know I could make sushi at home. I was surprised when you told me to make my own. I'll *introduce temaki-zushi to my friends in Australia. I think they'll love it. And we'll *be able to have a nice party at home.

Satoru: Do you often have parties at home in Australia?

Cathy: Yes. We have Christmas parties, birthday parties, housewarmings....

Satoru: ⑤ What's a "housewarming"?

Cathy: Well, when we move into a new house, we invite old and new friends or *neighbors. We *treat them to some food and have a good time together. We call this a housewarming.

Satoru: I understand.

Cathy: At parties, we eat, talk, and have a good time together.

Satoru: ⑥ I think eating together is a very good way to know each other better.

Cathy: I think so, too.

注 ready 準備ができた vegetable 野菜 prepare 準備する ingredient 材料
 such as ~ 例えば~など choose 選ぶ a piece of ~ 1枚の~ roll 巻く
 into a cone shape 円すい形に introduce 紹介する be able to ~ ~できる
 neighbor 近隣の人 treat ~ to... ...で~をもてなす

問1 ① I will? とあるが、このときの Cathy の気持ちを次のように書き表すとすれば、の中に、下のどれを入れるのがよいか。

I am .

- ア happy because you will make sushi for me
- イ surprised because you made sushi for me very well
- ウ surprised because I have never made my own sushi before
- エ happy because I know making my own sushi will be easy and fun

問2 ② That's right. の内容を、次のように書き表すとすれば、の中に、下のどれを入れるのがよいか。

When we make temaki-zushi, we .

- ア have to show the way to make it
- イ can choose ingredients we like
- ウ don't have to cut any ingredients
- エ can't take any ingredients from the dish

問3 ③ Oh, will you, Satoru? とあるが、このときの Cathy の思いを次のように書き表すとすれば、の中に、どのような1語を入れるのがよいか。

Cathy wants to learn to make temaki-zushi from Satoru.

問4 ④ When you do that, it is hard to make the sushi. を、次のように書き表すとすれば、

の中に、下のどれを入れるのがよいか。

When you , it's difficult to roll your own sushi.

- ア put too much rice on the nori
- イ prepare temaki-zushi at home
- ウ try to have nice parties at home
- エ take some sashimi and vegetables

問5 ⑤ What's a "housewarming"? とあるが、この質問に対する答えを次のように書き表すとすれば、

の中に、どのような1語を入れるのがよいか。

A housewarming is a people in Australia have for their friends or neighbors when they move into a new house.

問6 ⑥ I think eating together is a very good way to know each other better. を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

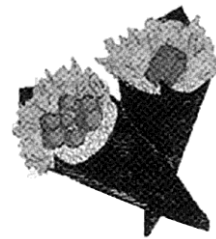
I think we will know each other better after .

- ア moving into new houses
- イ eating something together
- ウ making some temaki-zushi
- エ inviting some students from Australia

問7 次の文章は、Cathy が友人に送ったEメールの一部である。 (A) 及び (B) の中にそれぞれ入る語の組み合わせとして正しいものは、下のうちではどれか。

Today I was invited to a party at the home of my Japanese teacher. I had a very good time with his (A) .

At the party, we made our own sushi. They call it temaki-zushi. It was really good. And it was fun to make sushi at home. Do you want to know how I did it? I'll (B) it to you some day. This is a picture of some temaki-zushi I made. I'll write to you again soon. Good-bye.



- ア (A) friends (B) send
- イ (A) family (B) move
- ウ (A) friends (B) introduce
- エ (A) family (B) show

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	
問6	
問7	

◆ 問題 ◆ 19 - 3 - 20

高校生の Jun と Bill は、2月13日から2月16日の間に学校で見つかったすべての落とし物 (lost things) , 見つかった日 (when) と場所 (where) を知らせる掲示板 (Notice Board) を見て話をしています。下の掲示板を見て、英文中の(問1)~(問4)の中に入れるのに最も適するものを、(問1)はア群、(問2)はイ群、(問3)はウ群、(問4)はエ群からそれぞれ一つずつ選び、その番号を書きなさい。

(神奈川県 2007年度)

Notice Board

— From February 13 to February 16 —

A lunch box

(when) Tuesday, February 13
(where) in the library

An English notebook

(when) Tuesday, February 13
(where) in the music room

An *umbrella

(when) Tuesday, February 13
(where) in the library

An umbrella

(when) Wednesday, February 14
(where) in the music room

A lunch box

(when) Wednesday, February 14
(where) in the classroom

A bag

(when) Wednesday, February 14
(where) in the *schoolyard

A CD

(when) Thursday, February 15
(where) in the library

A small bag

(when) Friday, February 16
(where) in the library

An English notebook

(when) Friday, February 16
(where) in the library

Jun: Bill, many things were found last week.

Bill: Right. Many students *lost their things.

Jun: Some people found these things, but it's so difficult to know who lost them.

Bill: Jun, look! An English notebook was found on (問1). I think that's (問2).

Jun: Really? How do you know that?

Bill: Well, when I saw Shunsuke on February 15, he said, "I lost my English notebook. I saw it yesterday. But I can't find it."

Jun: The notebook was found (問3). Does Shunsuke sometimes go there?

Bill: Yes, he does. There are a lot of interesting books in the library and many students go there.

Jun: I see. So (問4) lost things were found there last week. *Anyway,

let's go and tell him about that! He'll be very happy.

Bill: Yes. Let's go.

umbrella : かさ schoolyard : 校庭 lost ~ : ~をなくした Anyway : とにかく

- ア群 1. February 15 2. February 16 3. Tuesday 4. Wednesday
イ群 1. Shunsuke's 2. Bill's 3. Jun's 4. yours
ウ群 1. in the classroom 2. in the schoolyard 3. in the music room 4. in the library
エ群 1. three 2. four 3. five 4. Six

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 問題 ◆ 19 - 3 - 21

次の英文を読んで、あとの問1～問5の問いに答えなさい。

(神奈川県 2007年度)

One day, after school, Tadashi and his friend Kate, a student from Canada, were talking together in their classroom.

Tadashi : Hi, Kate. You are studying very hard. What are you studying ?

Kate : Japanese. I want to learn a lot of Japanese words and many things about Japan.

Tadashi : Why are you so interested in Japan ?

Kate : When I was a child in Canada, I heard many stories about Japan from my father. So, I am interested in Japan now.

Tadashi : Oh, does your father like Japan ?

Kate : Yes, he does. When he was a *college student, he studied Japanese. He came to Japan to learn Japanese 20 years ago. That was his first time to come to Japan.

Tadashi : So... that was in 1987.

Kate : Right. He came to Japan during the summer vacation and visited small towns. He stayed in Japan for a month and enjoyed talking with people in Japanese.

Tadashi : In Japanese ? That's interesting.

Kate : In one small town, he saw a summer *festival and *was very impressed by the *wadaiko. So, the next year, he came to Japan again during the summer vacation and stayed in another small town for two months to learn how to play the wadaiko. There, he found a good teacher of the wadaiko. Oh, I have a picture here.

Kate showed a picture to Tadashi. It was *the only picture Kate brought to Japan. In the picture, three people were playing the wadaiko on the *stage in front of many people.

Kate : This is a picture of my father and his friends. This young man on the left is my father.

Tadashi : Look here. Can you see the word "Sakura-machi" ? It's the name of a town I know very well. My *grandmother lives there. It's only about an hour from here by train, and I am going to visit her next Sunday.

Kate : Really ? Tadashi, can I go with you ? I want to see the town my father visited.

Tadashi : Sure. You can meet my grandmother, too.

The next Sunday, Kate and Tadashi visited Tadashi's grandmother, Yasuko. Yasuko was 70 years old.

Yasuko : Nice to meet you, Kate. *Welcome to Sakura-machi. Please call me Yasuko.

Kate : Nice to meet you, too, Yasuko. You speak very good English.

Yasuko : Thank you. I was an English teacher at a junior high school in this town.

Kate : That's nice. Well, I'm interested in this town because my father visited here in the summer of 1988. Will you look at this picture ?

Yasuko : Well... Oh, this is the summer festival of our town. I know these three people playing the wadaiko. The man *in the middle is Kazuo, my friend, a very good wadaiko player. The young man on the right is his *son, Shinji. And the young man on the left is... Yes, this is George. Oh, is he your...?

Kate : Yes ! It's my father !

Yasuko : Really ? I can't *believe it ! He stayed at Kazuo's house one summer and learned how to play the wadaiko. Sometimes he stayed at my house, too. We *taught English to little children around here. How is he now ?

Kate : He is fine, but he doesn't play the wadaiko now.

Yasuko : *I'm sorry to hear that. Kate, your father was loved by everyone in this town. We want to say, "Thank you," to him. Before your father's *visit, people in our town were not interested in wadaiko. But when your father came here and learned the wadaiko from Kazuo, some people started to practice the wadaiko with George. Since then, wadaiko has been popular in this town. George opened the door. Please come and visit us again next summer with your father and enjoy wadaiko. We still have the summer festival that your father enjoyed. Kazuo is still playing the wadaiko, and I'll *introduce him to you next time.

Kate : Thank you. I will tell my father about you and we will come again.

*On her way home, Kate was thinking about her father. She looked at the sky and smiled.

college 大学 festival 祭り was very impressed by ～ ～にとても感銘を受けた
wadaiko 和太鼓 the only picture Kate brought to Japan ケイトが日本へ持ってきた唯一の写真
stage in front of ～ ～の前の舞台 grandmother 祖母 Welcome to ～ ～へようこそ
in the middle 中央にいる son 息子 believe ～ ～を信じる taught ～ ～を教えた
I'm sorry to hear that. それは残念です visit 訪問 introduce ～ to … ～を…に紹介する
On her way home 家に帰る途中

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

When Tadashi saw Kate in the classroom, ...

1. he said, "I want to know a lot of things about Japan."
2. he said, "I don't know how to go to Sakura-machi."
3. he heard an interesting story about Kate and her father.
4. he heard an interesting story about Yasuko and Sakura-machi.

問2 本文の内容に合うように、次の質問の答えとして最も適するものを1~4の中から一つ選び、その番号を書きなさい。

Why did Kate's father come to Japan again in 1988 ?

1. Because he wanted to teach English with Yasuko.
2. Because he wanted to teach how to play the wadaiko.
3. Because he wanted to learn Japanese and English.
4. Because he wanted to learn how to play the wadaiko.

問3 本文の内容に合うように、次の質問の答えとして最も適するものを1~4の中から一つ選び、その番号を書きなさい。

What can we say about the picture Kate showed to Yasuko ?

1. The picture shows Kazuo, Shinji, and George's grandmother.
2. The picture shows three people playing the wadaiko in Sakura-machi.
3. The picture was taken by Kate's father in Sakura-machi in 1987.
4. The picture was taken by Kazuo's son twenty years ago.

問4 本文の内容に合うものを1~4の中から一つ選び、その番号を書きなさい。

1. Yasuko still teaches English at a junior high school in Sakura-machi.
2. Kate and Tadashi saw Yasuko on Sunday but they didn't see Kazuo on that day.
3. Kate talked with Yasuko in Japanese, but Yasuko didn't understand her.
4. George can play the wadaiko very well now and he sometimes plays it in Canada.

問5 次の の中の英文は、Kate がカナダに帰国して数日後、George が Yasuko に書いた手紙です。本文の内容に合うように、英文中の () の中に入れるのに最も適する1語を書きなさい。ただし、書き入れる語は () 内に指示された文字で書き始めなさい。

Dear Yasuko,

Thank you very much for talking with Kate. Kate and I talked about you. I was very happy when Kate said to me, "You opened the door. Wadaiko has been popular in Sakura-machi since 1988 !" Did I really (m) it popular ? I will be very *excited if many people love the *sound of wadaiko now. Next year, I will visit your town with Kate. I want to see many people there and want to hear the sound of wadaiko again.

Yours,
George

excited わくわくする sound 音

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	
問5	

◆ 問題 ◆ 19 - 3 - 22

次の英文を読んで、あとの問1～問6の問いに答えなさい。

(新潟県 2007年度)

Tom is a high school student in America. This year he is staying with a Japanese family in Niigata. This morning he got an e-mail from his brother Andy. This is the e-mail from Andy.

Hi, Tom! How are you?
 Today I have some good news. Do you know (A) it is? Don't be surprised. Next month I will come to Japan. I will be a member of the exchange program of our state. I can stay in Tokyo for three weeks. I am going to visit a junior high school and experience Japanese school life. If you have time, I would like to come to Niigata to see you. It will be exciting to see you because I haven't B see you for a long time. I'm looking forward to seeing your host family, too. I hope you can come to see me at Niigata Station. I will call you from Tokyo
 See you soon,
 Andy

Now Tom is talking with Keita. Keita is a member of Tom's host family.

Tom : Great news. My brother Andy is coming to Japan.

Keita : Oh, really? Then, please tell him to come to Niigata and stay with (C).

Tom : He will D glad, hear, be, to that. Thank you very much.

Keita : E Is this his first visit to Japan?

Tom : Yes. But he is interested in Japan and learns a lot of things about Japan in America. He taught me how to use chopsticks before I came to Japan.

Keita : Now I understand why you are good at using chopsticks.

Tom : Andy uses chopsticks F well than I.

Keita : What shall we do for him in Niigata?

Tom : Well, how about going to the Japanese garden near our school? It is very beautiful and I think he will like it.

Keita : G You can enjoy Japanese green tea there, too.

Tom : Then I want to take him to the tallest building in Niigata to show him the view of Niigata City.

Keita : He will be surprised to see mountains, the river and the sea at the same time.

Tom : After that, we are going to take a bus and go to the museum. In the museum, we can see many things about Niigata and enjoy food in the restaurant. Then...

Keita : Wait, Tom. I think he needs enough time to talk with you.

Tom : Oh, I forgot about H that.

Keita : I think Andy will be busy in Tokyo. So I want him to be relaxed in Niigata.

Tom : I agree with you. Then, let's choose some places to go with him and make a good plan for him.
 Keita, I give, some, me, will, you advice?

Keita : Of course. Everyone in my family will help you, too.

Tom : Thank you. We will have a wonderful time together. I cannot wait.

注 a member of ～ ～の一員 exchange program 交換留学プログラム state 州
 experience 体験する look forward to ～ ～を楽しみに待つ host family ホストファミリー
 chopsticks はし garden 庭園 building 建物 view 景色 enough 十分な
 relaxed くつろいだ choose 選ぶ advice アドバイス

問1 文中の A, C の()の中に入る最も適当な語を、次のア～エからそれぞれ一つずつ選び、その符号を書きなさい。

- | | | | | |
|---|--------|---------|--------|---------|
| A | ア when | イ where | ウ what | エ which |
| C | ア we | イ our | ウ ours | エ us |

問2 文中の B, F の()の中の語を、それぞれ最も適当な形に直して書きなさい。

問3 文中の D, I の()の中の語を、それぞれ正しい順序に並べ替えて書きなさい。

問4 文中の E, G の()の中に入る最も適当なものを、次のア～エからそれぞれ一つずつ選び、その符号を書きなさい。

- | | | | | |
|---|---------------------|-----------------|-------------------|---------------------|
| E | ア Excuse me. | イ I don't know. | ウ Pardon? | エ You're welcome. |
| G | ア That sounds nice. | イ Take care. | ウ That's too bad. | エ You cannot do it. |

問5 下線部分 H の内容を、具体的に日本語で書きなさい。

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 Andy is going to teach Tom how to use chopsticks.
- イ Andy will come to Niigata to visit a junior high school.
- ウ Tom wants to choose some places to visit with Andy.
- エ Tom needs no help about the plan for Andy.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 23

留学生のナンシー(Nancy)さんと担任の谷先生(Ms. Tani)との対話文を読んで、あとの問いに答えなさい。
(富山県 2007年度)

3 限終了後、職員室にて

Nancy: Ms. Tani. Can I talk to you now?
Ms. Tani: Yes. Oh, you don't look good. Are you OK?
Nancy: ① I'm very tired. ア Last night I had a lot of homework, so I studied very hard. I didn't sleep enough. I went to bed at four this morning!
Ms. Tani: Oh, I think you need some *rest.

—40 分後、保健室にて—

Ms. Tani: How do you feel now, Nancy?
Nancy: I'm a little better, but I'm still tired.

—ナンシーが書いた保健室利用カードを見ながら—

Ms. Tani: Oh, you didn't eat breakfast this morning.
Nancy: I get up at seven and eat breakfast every day. But this morning I got up at eight. I didn't have time to eat it.
Ms. Tani: I think it's not good. It made you tired.
Nancy: I know breakfast is important. イ But some of my friends don't eat breakfast every day, so I don't think...
Ms. Tani: It is *true that in the class there are a few students who don't eat breakfast. Almost every morning they say the same words you said to me this morning. The words they often say are “ ② ”
Nancy: Oh!
Ms. Tani: What time did you eat dinner last night?
Nancy: At seven.
Ms. Tani: It is almost twelve fifteen. You haven't eaten anything for more than seventeen hours.
Nancy: Oh, so long...
Ms. Tani: OK. Let's go back to the classroom. Lunch time will start soon.

—15 分後、教室にて—

Ms. Tani: Lunch is *ready now, Nancy. Let's eat together.
Nancy: Yes... Oh, it's good.
Ms. Tani: How do you feel now, Nancy?
Nancy: I am Great. ウ Now I understand what you said.

注 enough 十分に rest 休息 true 真実の ready 準備ができた

- (1) ① に入る最も適切な文を、次の a~d から 1 つ選んで記号で答えなさい。
a I'm OK. b Yes, I am. c No, I'm not. d I'm getting better.
- (2) ② に入る最も適切な文を、次の a~d から 1 つ選んで記号で答えなさい。
a You don't look good. b I'm very tired.
c I went to bed at four this morning. d I'm a little better.
- (3) 下線部ア~ウを話している時のナンシーさんの気持ちの変化をまとめました。下線部イでの気持ちを最も適切に表すものを a~c から、下線部ウでの気持ちを最も適切に表すものを d~f からそれぞれ 1 つずつ選んで記号で答えなさい。

下線部アでの気持ち 体調が悪い原因は睡眠不足にあるのに決まっている。

下線部イでの気持ち a 時間がなくて朝食を食べなかったから体調が悪くなったんだ。
b 朝食を食べなかったことはよくないが、そのせいで体調が悪いとは思わない。
c 自分の友達は朝食を食べないからいつも体調が悪いんだ。

下線部ウでの気持ち d 体調が悪い原因はやっぱり睡眠不足にあったんだ。
e 体調が悪い原因は昨晚夕食を食べなかったことにもあったんだ。
f 体調が悪い原因は朝食を食べなかったことにもあったんだ。

- (4) 下は保健室利用カードです。ナンシーさんが書いたカードはどれだと考えられますか。最も適切なものを、a~d から 1 つ選んで記号で答えなさい。

<p>a 保健室利用カード 来室時間(11時25分) 体温(36.5度)</p> <p>1 昨晩夕食を食べましたか。 はい ① いいえ</p> <p>2 今朝朝食を食べましたか。 はい ② いいえ</p> <p>3 睡眠時間を書きなさい。 (3)時間</p> <p>4 今の状態はどうですか。 かぜ気味である 頭が痛い ③ 腹が痛い 下痢気味である 疲れている けがをしている その他</p>	<p>b 保健室利用カード 来室時間(11時25分) 体温(36.5度)</p> <p>1 昨晩夕食を食べましたか。 はい ④ いいえ</p> <p>2 今朝朝食を食べましたか。 はい ⑤ いいえ</p> <p>3 睡眠時間を書きなさい。 (4)時間</p> <p>4 今の状態はどうですか。 かぜ気味である 頭が痛い 腹が痛い 下痢気味である ⑥ 疲れている けがをしている その他</p>	<p>c 保健室利用カード 来室時間(11時25分) 体温(36.5度)</p> <p>1 昨晩夕食を食べましたか。 はい ⑦ いいえ</p> <p>2 今朝朝食を食べましたか。 はい ⑧ いいえ</p> <p>3 睡眠時間を書きなさい。 (3)時間</p> <p>4 今の状態はどうですか。 かぜ気味である 頭が痛い 腹が痛い 下痢気味である ⑨ 疲れている けがをしている その他</p>	<p>d 保健室利用カード 来室時間(11時25分) 体温(36.5度)</p> <p>1 昨晩夕食を食べましたか。 はい ⑩ いいえ</p> <p>2 今朝朝食を食べましたか。 はい ⑪ いいえ</p> <p>3 睡眠時間を書きなさい。 (4)時間</p> <p>4 今の状態はどうですか。 かぜ気味である 頭が痛い ⑫ 腹が痛い 下痢気味である 疲れている けがをしている その他</p>
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◆ 解答用紙 ◆

(1)		(2)	
(3)	下線部イでの気持ち		
	下線部ウでの気持ち		
(4)			

◆ 問題 ◆ 19 - 3 - 24

次の対話文を読んで、あとの各問に答えなさい。

(石川県 2007年度)

Yuki and Junko are junior high school students. They are now at the "Flea Market" in their town on Sunday morning. They see Nancy, their English teacher, there.

Yuki: Hi, Nancy sensei.

Nancy: Hi, Yuki. Oh, Junko is here, too.

Junko: Hi, Nancy sensei. Did you find anything good today?

Nancy: But when a flea market is held, I often come and get wonderful things.

Junko: Me, too. My mother has a booth at this market and I usually come with her. This is a bag I got here.

Nancy: Oh! It looks very nice. How about you, Yuki? Did you also get your bag here?

Yuki: No, I bought it at a department store. Today I came here for the first time. Junko told me to come with her. There are so many people and so many different things. I am very surprised.

Nancy: Yes, so many things! We can find good things that we can still use here. But these days ①there are some people who throw those things away.

Junko: Right. I feel very sorry when I see such things at garbage stations.

Yuki: Ah, my father threw away an old chair last week. Well, I think it's better to use things for a longer time or to think how to use them again.

Nancy: That's true. We should reuse more and more!

Yuki: Sorry? You said re...

Nancy: Reuse. It means to use things again. If we are more interested in reusing, we won't see a lot of things on garbage days.

Junko: I agree. My mother often says ②the same thing. Oh, I have to go to help her now.

Nancy: Sure. Let's go.

注 flea market フリーマーケット have a booth 店をひらく these days 近頃
 throw (threw) ~away ~を捨てる (捨てた) garbage station ごみ置き場

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

- A ア Sure, I did.
 イ Not yet.
 ウ That's too bad.
 エ No, thank you.
- B ア Shall we go home now?
 イ Can I say goodbye to you?
 ウ Would you come to her booth with us?
 エ May I take a message from you?

問2 由紀 (Yuki) さんは、フリーマーケットに来て、どのようなことに驚いていますか。日本語で書きなさい。

問3 下線部①の内容に対して、由紀さんが述べた具体的な例は何ですか。日本語で書きなさい。

問4 下線部②の the same thing とは、どのようなことですか。具体的に日本語で書きなさい。

問5 数日後、ナンシー (Nancy) 先生は英語の授業で次のように質問しました。あなたならどのように答えますか。英語で書きなさい。

Nancy: Do you want to go to a flea market?

You: (1) _____

Nancy: Why?

You: (2) _____

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 25

放課後、Brown 先生と英語クラブの生徒たちが、食糧不足の問題について話し合いをしている。英文を読んで、あとの問いに答えよ。

(福井県 2007 年度)

Emi : I watched the news on TV last night. The reporter said, "Around the world, twenty people die every minute because they can't eat enough food."

Ken : How terrible! Some countries have enough food. But in many countries a lot of people are always hungry. Why?

Yumi : I think bad weather is the reason. In such countries, it doesn't rain so much or it rains too much.

Masao : You are right. When it doesn't rain, they can't get enough food on farms. When it rains too much, farms are sometimes washed away.

Mai : I think that's true. But I hear there is another reason. People in such countries are too poor and can't buy enough food to eat.

Emi : I feel sad for those people.

Ken : Me, too. My brother often leaves food when we have dinner. My mother is not happy about it.

Emi : We should try to help those hungry people because we have a lot of food in Japan.

Yumi : How can we do that?

Masao : How about sending some food?

Ken : I think it is difficult for us to send it. How about sending some money? Sending money is easier than sending food.

Ms. Brown : That sounds good, but do you know how the money is used in those countries?

Ken : No, I don't.

Emi : I read a book about it. In some poor countries ten students can eat school lunch, if you send one hundred yen.

Yumi : Really? I didn't know that. I will surf the Internet to look for other example. And I want to know more about the food problem.

Ms. Brown : Very good, Yumi. When we try to support other countries, it is important to know what is happening there. We should also try to understand what causes the problems.

Mai : I want to look for all those things on the Internet with Yumi.

Ken : That sounds interesting. Let's work together. We can use the computer room.

Yumi : I have an idea! Let's make a school newspaper and write about the things we find on the Internet. If more students start to be interested in the food problem, we can give a lot of help to the hungry people in poor countries.

Emi : That's a great idea. I will help you, too.

Masao : Let's meet again after school tomorrow.

Ms. Brown : Wonderful! You are trying to think what you can do for the food problem. And you are going to put your ideas into action. I hope you'll work together and tell other students about this problem.

注 newspaper 新聞

問1 食糧不足の問題について、悪天候以外の原因を述べているのはだれか。英語で書け。また、その原因とは何か。具体的に日本語で書け。

問2 食料不足で苦しんでいる人々に、食べ物を送ることを提案しているのはだれか。英語で書け。

問3 送ったお金でどのようなことができると述べられているか。具体例を日本語で書け。

問4 Brown 先生は、ほかの国々を支援するときに大切なことを2つ述べている。それらを日本語で書け。

問5 食糧不足の問題について、ほかの生徒たちに関心を持ってもらう方法を提案しているのはだれか。英語で書け。また、その方法とは何か。具体的に日本語で書け。

◆ 解答用紙 ◆

問1		
問2		
問3		
問4	.	
	.	
問5		

◆ 問題 ◆ 19 - 3 - 26

中学生の由紀さんと太郎さんは、放課後、関先生やアメリカ合衆国出身の ALT メアリー(Mary)先生と、地域 (community) での活動について話しています。4人の会話を読んで、各問いに答えなさい。

(長野県 2007年度)

Yuki: How was the weekend, Mary?
 Mary: It was nice. I went to the *cultural festival at the *community center.
 Yuki: Oh really? What did you do there?
 Mary: I played *Japanese drums with my friends. I also made my country's traditional food. A lot of people came and I enjoyed talking with them. It was a lot of fun.
 Taro: A I also went to the festival. Mary's food was very good.
 Mr. Seki: That's good. It's important for people in the same community to meet *each other and enjoy doing things together.
 Taro: I think so, too. When I was in *elementary school, we asked some people in the community to come to our class. They taught us some traditional Japanese games. I learned shogi there and became interested in it. Now I go to the community center to play shogi every week.
 Yuki: B That's interesting. I am in the music club and we sometimes go to the *local welfare center to play music. After the concert, we talk with the people there. ①On my first visit, (I / say / know / to / what / didn't), but now it is fun to talk with them.
 Mr. Seki: You are both doing good things. There are many people in our community, for example, young, old, and *foreign people. We are in the same community, so ②we should do something to make the community better.
 Mary: C We don't have to do something *special. We can start with small things. For example, this morning, some people I met at the festival talked to me when I was ③ (walk) to school. It made me happy. I felt that I was a member of the community.
 Taro: I agree. Talking to people and *making friends with them are important.
 Yuki: You're right. I think good communication is the *key to a good community.

注 cultural festival 文化祭 community center 公民館 Japanese drum(s) 和太鼓
 each other 互いに elementary school 小学校 local welfare center 地域の福祉センター
 foreign 外国の special 特別な make friends with ~ ~と友だちになる
 key to ~ ~のための鍵

問1 本文の内容について、次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)については、and の前後に、それぞれ本文中から最も適切な部分を1か所ずつ抜き出し、必要があれば動詞を適切な形にかえて書きなさい。

- (a) Did Mary go to the cultural festival at the community center?
 — (), she ().
 (b) What does Yuki do at the local welfare center?
 — She () () and () () () () there.

問2 下線部①が最も意味の通る英文になるように、() 内の6語を並べかえて書きなさい。

問3 下線部②を読むとき、1か所区切るとすれば、どこで区切るのが最も適切ですか。次のア～エから1つ選び、記号を書きなさい。

we should / do something / to make / the community / better
 ア イ ウ エ

問4 下線部③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 本文中の A ~ C に入る最も適切な英文を、それぞれ次のア～オから1つずつ選び、記号を書きなさい。

- ア Oh, were you?
 イ Oh, do you?
 ウ I think we can.
 エ That's too bad.
 オ Yes, it really was.

問6 4人の会話の内容と合っているものを、次のア～カから2つ選び、記号を書きなさい。

- ア Yuki and Taro played Japanese drums at the cultural festival last weekend.
 イ Mary made traditional Japanese food at the cultural festival last weekend.
 ウ Taro learned shogi when he was in elementary school, and he still plays it.
 エ Mr. Seki says that he also does good things for the people in the community.
 オ Mary thinks that we have to do something special to be a member of the community.
 カ Yuki thinks that good communication is important to make a good community.

問7 太郎さんは、この会話をもとに、地域での活動(activities)について自分の考えをまとめ、下のような英語のスピーチを行います。最も自然な流れのスピーチになるように、次の [] 中のア～カを並べかえて、左から順番に記号を書きなさい。ただし4番目の記号はイです。

Hello, everyone. I'm going to talk about the things we can do for our community.

- ア And I also thought that it was something special.
- イ For example, I go to the community center to play shogi every week.
- ウ I have made a lot of friends there, and now we enjoy talking when we play shogi.
- エ I thought that doing activities for the community was something I had to do.
- オ I think that enjoying things together like this is the first step to a better community.
- カ But now, I think it is something we can enjoy.

Let's start doing something we can enjoy in our community. Thank you.

◆ 解答用紙 ◆

問1	(a)	(), she ().				
	(b)	She ()() and ()()()() there.				
問2	()()()()()()					
問3						
問4						
問5	A			B		
	C					
問6						
問7				イ		

◆ 問題 ◆ 19 - 3 - 27

次の英文は、アメリカからの留学生のボブ (Bob) と中学生の智子 (Tomoko) との会話である。この英文を読んで、問1～問5の問いに答えなさい。

(静岡県 2007年度)

Tomoko: Hi, Bob.
 Bob: Hi, Tomoko, konnichiwa.
 Tomoko: Oh, you're using Japanese. Good.
 Bob: sing the language is [ア learn イ way ウ the エ to オ fastest] it.
 But there is one difficult thing for me.
 Tomoko: (㉠) is that?
 Bob: Well, in Japanese, some words are used in different ways. (㉡) example, the Japanese word, yoroshiku. When Japanese people first meet someone, they say, "Yoroshiku." In English, I say, " A ".
 Tomoko: OK.
 Bob: But, last night, before I made a phone call to my family in the U.S., your mother said to me, "Gokazoku ni yoroshiku."
 Tomoko: Yes, we often say that.
 Bob: After thinking a little, I found it meant " B " to your family."
 Tomoko: I also say, "Yoroshiku," after I ask someone to do something. What do you say in English in this case?
 Bob: I can't find good English words for it. But if I have to say something, I may say, " C ", because that person will do something for me.
 Tomoko: That's interesting.
 Bob: Yoroshiku is really used in many ways.
 Tomoko: Yeah. When you speak Japanese, yoroshiku will be a very (㉢) word.
 Bob: Yes, it may be. But I haven't understood how to use it well yet.
 Tomoko: I know. It's difficult to tell you about it.
 Bob: If I know the Japanese way of thinking and doing things, I can use this kind of word. I believe, when we learn a language, we have to learn the culture. What do you think?
 Tomoko: [] You're in Japan now, so you can learn a lot about Japanese culture.
 Bob: Yes, and you're a good teacher. Yoroshiku onegaishimasu.
 Tomoko: Oh, wonderful. It's a nice way of using yoroshiku!

注 case 場合 meant mean の過去形

- 問1 本文中の [] の中のア～オを、意味が通るように並べかえ、記号で答えなさい。
- 問2 本文中の (㉠) ～ (㉢) の中に補う英語として、それぞれア～エの中から最も適切なものを1つ選び、記号で答えなさい。
- (㉠) ア How イ What ウ Which エ Who
 (㉡) ア As イ By ウ For エ In
 (㉢) ア easy イ famous ウ happy エ useful
- 問3 本文中のA～Cの [] には、それぞれの場合の「よろしく (yoroshiku)」を、ボブが英語で表現した言葉が入る。次のア～エの中から最も適切なものを1つずつ選び、記号で答えなさい。
- ア Say hello イ Thank you ウ You're welcome エ Nice to meet you
- 問4 本文中の [] で、智子は、自分もボブと同じ考えであると答えている。 [] の中に適切な英語を補いなさい。
- 問5 下線部の発言によって、ボブは、手助けを望む気持ちを伝えようとしている。その気持ちを表現する英文を書きなさい。

◆ 解答用紙 ◆

問1					
問2	㉠				
	㉡				
	㉢				
問3	A				
	B				
	C				
問4					
問5					

◆ 問題 ◆ 19 - 3 - 28

次の会話文を読んで、あとの問1から問3までの問いに答えよ。

(愛知県A 2007年度)

Kana : Your bag is very nice. I want the same kind of bag. How much was it?

Mike : Fifty dollars, or five hours.

Kana : (a)	ア That's interesting. How different are they?
Mike : (b)	イ Five hours? I didn't ask you about time.
Kana : (c)	ウ Is it? Do hours mean money, too?
Mike : (d)	エ Yes. We have two kinds of money here in Ithaca.
Kana : (e)	オ I'm not talking about time. 'Hour' is a name for money.

Mike : You can use dollars all over America. ① But (ア) careful when you use hours.

You can use them in and around Ithaca.

Kana : Then why don't you use only dollars? Hours are not very useful, because you can't use them in other cities.

Mike : People who have hours can buy things only in and around Ithaca.

That's important.

Kana : I got it. You mean hours are good for the economy of Ithaca.

Mike :

Kana : Well, I want to know one more thing.

Mike : What is it?

Kana : ② Why do you (イ) your money hours?

Mike : This name means that we can get one hour if we work for one hour. So we use this name to remember that it's very important to work.

注 dollar ドル Ithaca ニューヨーク州イサカ市 useful 役に立つ economy 経済

問1 本文中の枠内のアからオまでの英文を、会話文中の(a)から(e)までのそれぞれにあてはめて、会話の文として最も適当なものにするには、(b)と(d)にどれを入れたらよいか、そのかな符号を書け。ただし、いずれも一度しか用いることができない。

問2 下線①、②のついた文が、会話の中の文として最も適当なものとなるように、(ア)、(イ)のそれぞれにあてはまる語を書け。

問3 , のそれぞれにあてはまる最も適当なものを、次のアからカまでの中から選んで、そのかな符号を書け。ただし、いずれも一度しか用いることができない。

- | | |
|----------------------|------------------|
| ア Pardon? | イ How about you? |
| ウ We don't think so. | エ Here you are. |
| オ Now, let's begin. | カ That's right. |

◆ 解答用紙 ◆

問1	b		d	
問2	ア		イ	
問3	A		B	

◆ 問題 ◆ 19 - 3 - 29

次の会話文を読んで、あとの問1から問3までの問いに答えよ。

(愛知県 B 2007 年度)

Kazuhiko : Hello, Ms. Jones. I'm going to stay with a family in Canada this summer.
This will be my first visit to a foreign country.

Ms. Jones : (a) ア What is it?

Kazuhiko : (b) イ What do you think of my English?

Ms. Jones : (c) ウ Wow, that's great!

Kazuhiko : (d) エ You should smile when you are talking.

Ms. Jones : (e) オ Oh, don't worry. Your English is good. But there is
one thing you should remember.

Kazuhiko : OK. Should I take anything when I first visit my host family?

Ms. Jones : Why don't you take some pictures of your family or of your school life?

Kazuhiko : That's a good idea. The pictures will help me when I tell them about my life
in Japan. Well, Ms. Jones, I have another idea. ①How (ア) some
origami?

Ms. Jones : ②Origami is a traditional Japanese art, and if you show them
(イ) to make paper cranes, they will be pleased.

Kazuhiko : Thank you very much, Ms. Jones. I'll work hard!

Ms. Jones : Work hard?

Kazuhiko : Well, I must practice making paper cranes before leaving Japan.

Ms. Jones : Oh, dear!

注 traditional 伝統的な art わざ paper crane 折り鶴
be pleased 喜ぶ Oh, dear! おやまあ

問1 本文中の枠内のアからオまでの英文を、会話文中の (a) から (e) までのそれぞれにあてはめて、会話の文として最も適当なものにするには、(b) と (d) にどれを入れたらよいか、そのかな符号を書け。ただし、いずれも一度しか用いることができない。

問2 下線①, ②のついた文が、会話中の文として最も適当なものとなるように、(ア), (イ) のそれぞれにあてはまる語を書け。

問3 , のそれぞれにあてはまる最も適当なものを、次のアからカまでの中から選んで、そのかな符号を書け。ただし、いずれも一度しか用いることができない。

- | | |
|-----------------------------|---------------------------|
| ア You are welcome. | イ That sounds good. |
| ウ I'm very glad to see you. | エ I'm sorry to hear that. |
| オ I don't agree with you. | カ What do you mean? |

◆ 解答用紙 ◆

問1	b		d	
問2	ア		イ	
問3	A		B	

◆ 問題 ◆ 19 - 3 - 30

次の対話文を読んで、あとの各問いに答えなさい。

(三重県 2007 年度)

Takashi : Do you know some people enjoy walking around our school?
Emi : Yes. Walking is good for our health.
Takashi : My mother wants to start walking. Do you know a good place for walking?
Emi : Yes. My father enjoys walking in Sakura Park. (①)
Takashi : It's too far. I think she will have to walk to the park for about an hour.
Emi : My father goes to the park by car and enjoys walking in the park.
Takashi : My mother doesn't drive a car. Do you know another good place?
Emi : My father says that some people enjoy running on the road by the Hinode River.
Takashi : ② <u>Oh, that road is good for my mother.</u> There are not many cars on it. She will walk in the morning and she can enjoy many kinds of flowers. (③)
Emi : In the morning. He says breakfast is delicious after walking.
注 health 健康 far 遠い drive 運転する road 道路 delicious おいしい

問1 ①と③に入る最も適当なものをア～オの中からそれぞれ一つ選び、その記号を書きなさい。

- ア. Who enjoys walking in the park?
- イ. How about the park?
- ウ. What does your mother enjoy in the morning?
- エ. Why does your father walk?
- オ. When does your father walk?

問2 Takashi のお母さんが歩く場所として、Emi が Takashi に教えた場所はどこか、本文中から最も適当な部分を二か所、抜き出して書きなさい。なお、抜き出す部分は2語と6語とする。

問3 下線部②に Oh, that road is good for my mother. とあるが、Takashi のお母さんにとってその道路がよいと Takashi が考えた理由としてあてはまらないものはどれか、ア～エの中から一つ選び、その記号を書きなさい。

- ア. その道路はそれほど交通量が多くないから。
- イ. Emi が最初に教えた場所ほど遠すぎないから。
- ウ. 花を楽しみながら歩くことができるから。
- エ. Emi のお父さんもその場所を毎朝歩いているから。

◆ 解答用紙 ◆

問1	①		③	
問2	(2語)			
	(6語)			
問3				

◆ 問題 ◆ 19 - 3 - 31

図書委員の健二さんは、来月発行の「図書だより (Library News)」の編集をしています。次の英文は、健二さんと英語のスミス先生 (Ms. Smith) との会話です。これを読んで、後の問1～問9の問いに答えなさい。

(滋賀県 2007年度)



Ms. Smith : Hi, Kenji. What are you doing?
 Kenji : Hello, Ms. Smith. I'm making the Library News for next month.
 Ms. Smith : Oh, what is the topic for October?
 Kenji : I will ask some teachers and students to write about their favorite books.
 Ms. Smith : [①]
 Kenji : Ms. Smith, do you like reading books?
 Ms. Smith : Of course. I can't imagine my life without books. People call me a bookworm.
 Kenji : A bookwo...? What is that?
 Ms. Smith : It's a little living thing which eats books. But it also means a person who likes reading very much.
 Kenji : I see. Could you write in the Library News?
 Ms. Smith : Sure. I have many books I love to read. It is difficult to choose one.
 Kenji : Why don't you tell us about a good English book for Japanese students?
 Ms. Smith : Nice idea! I know a good picture book. ②It is 【book / woman / wonderful / a / an / American / by / written】. She wrote it for her mother.
 Kenji : Why did she write it for her mother? I think picture books are usually written for small children.

Ms. Smith : ③Usually they are, but some picture books can teach adults a lot. The woman's mother was very old and couldn't remember much. They couldn't talk together because her mother forgot many words.
 Kenji : [④]
 Ms. Smith : Yes, but the woman didn't give up. She wanted to enjoy life with her mother, so she wrote the book. The story is about her mother's favorite things. Her mother liked looking at the pictures and then started talking about them.
 Kenji : Wow, wonderful!
 Ms. Smith : ⑤ The book changed her mother's life, and the woman became happy.
 Kenji : I really want to read it. Please write about that book!
 Ms. Smith : OK. Kenji, do many students enjoy reading books?
 Kenji : Well, I think most students like reading, but some of my friends don't have much time to read. ⑥Some don't know () read.
 Ms. Smith : I see. I want many students to know reading is fun. Books will teach them many good things.
 Kenji : I agree. When I read books, their words often make me happy.
 Ms. Smith : Yes. Reading books alone is fun, but it is also interesting to read books with your friends and talk about them later. You can share ideas and learn a lot of new things.
 Kenji : You're right. I've enjoyed talking with you today. Could you talk to my friends about your favorite books? Please show us that picture book, too!
 Ms. Smith : Sure. I'd like to do that.
 Kenji : Thank you.

注 topic 話題 imagine 想像する picture book 絵本 adult(s) 大人
 forgot forget (忘れる) の過去形 give up あきらめる alone 一人で share 共有する

問1 [①], [④]に入る最も適当なものを、ア～エからそれぞれ1つ選びなさい。
 ア Oh, that's sad. イ I don't think so.
 ウ I think it's true. エ That sounds interesting.

問2 図書だより10月号の [あ]には、今月の特集のタイトルが入ります。そのタイトルとして最も適当なものを、ア～エから1つ選びなさい。
 ア 大好きな言葉 イ 読書のすすめ
 ウ お気に入りの一冊 エ 読書の喜び

問3 下線部②が次の意味を表すように、【 】内の語を並べかえなさい。
 『それはアメリカの女性によって書かれたすばらしい本です。』

問4 下線部③の意味として最も適当なものを、ア～エから1つ選びなさい。

- ア 絵本は普通幼い子どもに読まれている
- イ 絵本は普通幼い子どものために書かれている
- ウ 絵本は大人のために書かれることがある
- エ 絵本は大人が子どものために読むものである

問5 下線部⑤でスミス先生は、母親の生活が絵本によって変わったと述べています。どのように変わったのか、日本語で説明しなさい。

問6 下線部⑥が次の意味になるように、()に適当な英語を2語入れなさい。

『何を読めばよいのか分からない人もいます。』

問7 次の(1)、(2)の問いに対して、3語以上の英文で答えなさい。

- (1) Why is Ms. Smith called a bookworm?
- (2) Does Ms. Smith think reading books with others is interesting?

問8 本文の内容に合っているものを、ア～エから1つ選びなさい。

- ア Kenji asked Ms. Smith to choose a good English book for his mother.
- イ Ms. Smith believes only small children can enjoy reading picture books.
- ウ The story Ms. Smith told Kenji made him interested in the picture book.
- エ Kenji was happy because he enjoyed reading a lot of books with Ms. Smith.

問9 読書をする事の良い点について、あなたの考えを2文以上の英語で書きなさい。

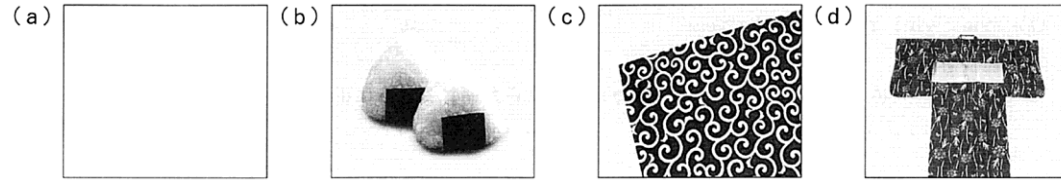
◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 32

下の英文は、太郎(Taro)が留学生のエレン(Ellen)と日本の風物について交わした会話である。また、次の(a)~(d)は、その会話の中で太郎がエレンに見せた実物を順に示している。英文を読んで、問1~問4に答えよ。

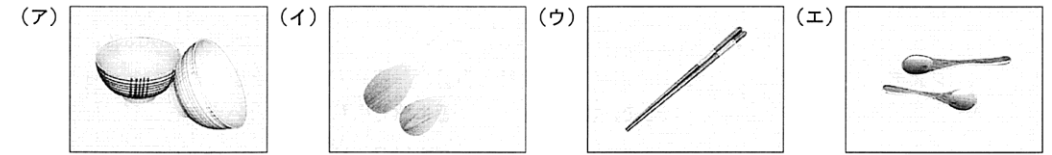
(京都府 2007年度)



Taro : Ellen, look at these things you can see in Japan. First, do you know what these are?
 Ellen : Of course, I know. You use them for ① food.
 Taro : Can you use them well?
 Ellen : No, it's difficult for me to pick up little things like beans or soft things like tofu.
 Taro : We have used them since we were children. You can use them better if you practice. OK, next, what are these?
 Ellen : Oh, they are rice balls. My host mother sometimes makes them for me. I like eating them. They are like sandwiches for us.
 Taro : I made rice balls for lunch this morning. Let's eat them together. There is umeboshi or kombu in them.
 Ellen : Oh, thanks. I've never had umeboshi before. My host mother said it's popular in Japan but very sour.
 Taro : Yes, it's sour, but it's good for our bodies. I like rice balls with umeboshi. Why don't you try these?
 Ellen : Sure.
 Taro : Well, next, look at this.
 Ellen : Is it a handkerchief?
 Taro : No, it's called furoshiki, ②. And how about this one.
 Ellen : Oh, is it a kimono?
 Taro : It's a kind of kimono. It's called yukata. We wear it in summer or after a bath. How about wearing this yukata now?
 Ellen : Oh, thank you. That's great!

注 pick up 取る bean 豆 sour すっぱい handkerchief ハンカチ

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



問2 本文中の ① に入る最も適当な1語を、本文中から抜き出して書け。

問3 本文の内容から考えて、本文中の ② に入るものとして最も適当なものはどれか、(ア)~(エ)から1つ選べ。

- (ア) Japanese people have used it like a bag to carry things.
- (イ) Japanese people often wear it when we go to a festival.
- (ウ) It's a traditional Japanese art made of a piece of paper.
- (エ) It's put down on tatami or the floor and used for sitting on.

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

- (ア) Ellen doesn't like beans or tofu, but she likes sandwiches.
- (イ) Ellen has had rice balls before, but has never had umeboshi.
- (ウ) Ellen wants Taro to wear the yukata after taking a bath.
- (エ) Ellen knows all the Japanese things that Taro showed to her.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 33


次は、高校生の和男 (Kazuo)、同級生の美紀 (Miki)、ハワイからの留学生のジェーン (Jane) の3人が交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

(大阪府 前期 2007年度)

Jane : Hi, Kazuo. When did you come back from your trip to Hawaii?
 Kazuo : I came back two days ago.
 Miki : Did you have a good time?
 Kazuo : Yes, I did.
 Jane : Good. How ① did you stay?
 Kazuo : For four days. I have some chocolate from Hawaii for you.

[Kazuo takes some chocolate out of his bag and gives it to Jane and Miki.]

Jane : Mahalo.
 Miki : Mahalo? What does that word mean?
 Jane : It means "Thank you" in the language of Hawaii.
 Miki : Oh, I see.
 Jane : What did you do in Hawaii?
 Kazuo : I learned about the history and traditional culture of Hawaii. For example, I learned about hula.
 Jane : Oh, did you? I can dance hula. My grandmother started to teach me hula when I was five years old.
 Kazuo : Five years old!
 Jane : Yes. Many boys and girls can dance it in Hawaii. We learn that movements in hula mean ② many things, for example, a mountain or the sun.
 Miki : Really? I didn't know that.
 Jane : It's good to learn about traditional things.
 Kazuo : I think ③ so, too.



Jane : It's interesting to dance hula with many people.
 Kazuo : I couldn't dance it very well. But, dancing it was fun and I made some friends in Hawaii. I want to practice it more.
 Miki : I want to practice it, too.
 Jane : Then, ④ teach you hula?
 Miki : Yes, please.
 Jane : How about meeting next Monday after school?
 Kazuo : That's the fifteenth. OK. Let's meet in my classroom then.
 Miki : All right.
 Jane : OK. See you then.

注 chocolate チョコレート take ~ out of ... ~を...から取り出す history 歴史
 movement 動き

- 問1 次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。
 ア fast イ long ウ old エ tall
- 問2 本文中で、ジェーンは ② many things についての例を二つ述べています。その内容をそれぞれ日本語で書きなさい。
- 問3 本文中の ③ 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4 次のうち、本文中の ④ 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 can you イ did they ウ does it エ shall I
- 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 Does "Mahalo" mean "Thank you" in the language of Hawaii?
 ② Who started to teach Jane hula when she was five years old?
 ③ Where will Kazuo meet Jane and Miki after school on the fifteenth?

◆ 解答用紙 ◆

問1		
問2		
問3		
問4		
問5	①	
	②	
	③	

◆ 問題 ◆ 19 - 3 - 34

次は、ある日の放課後、高校生の明男 (Akio) と同級生の由美 (Yumi) が、グリーン先生 (Mr. Green) と交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

(大阪府 前期 2007 年度)

Mr. Green : Hi. What are you doing?

Akio : Hello, Mr. Green. Our class is going to make posters in English about endangered animals and show them at the school festival in September.

Yumi : ① Akio and I are going to write about giant pandas.

Mr. Green : Great. When I was a child, there were two of them in a zoo in London. I wanted to go to see them, but I couldn't. I've never seen giant pandas. They like bamboo leaves. Right?

Akio : Yes. In May, I went to a zoo to see giant pandas with Yumi and her brother, and there we learned about their life.

Mr. Green : What did you learn?

Akio : For example, giant pandas usually live for about twenty years and already live on their own when they're two years old.

Yumi : We also talked with a man working at the zoo. He said, " ② For example, one of the things they tried was to make reserves. This saved some giant pandas. Today, scientists say their number is about 1,600." Before talking with him, we didn't know much about giant pandas.

Mr. Green : You learned a lot. Are there any endangered animals in Japan?

Akio : Yes. There are about seven hundred species of endangered animals in Japan. For example, in Osaka, there are goshawks and fish called itasenpara.

Yumi : I know a little about itasenpara. Today, it's difficult to find them.

Akio : Some goshawks live in and around Osaka. Some of their nests were found about ten years ago.

Mr. Green : Really? I didn't know goshawks live around places with many buildings and houses, like Osaka.

Yumi : I read a book about endangered animals. The book said there are about ten thousand species of birds in the world and about twelve percent of them are now endangered. I think that's a problem.



giant panda
(ジャイアントパンダ)



goshawk (オオタカ)



itasenpara
(イタセンパラ)

Mr. Green : Yes. But, to know about such a problem is important. I think there are some things we can do to make things better.

Yumi : Yes. So, Akio and I said to the other students in our class, "Let's work with each other and make posters about endangered animals for the school festival." Many of them said, "Sure. That'll be nice."

Akio : We want to make a poster with a nice layout and show it to many people. We're thinking about putting this picture of a giant panda on the left side of the poster, writing "Pandas are Endangered!" to the right of the picture, and then writing about their life under the words. ③

Mr. Green : That looks nice. People at the festival will learn what animals are endangered.

Yumi : I think our posters can teach them that.

Akio : I think so, too.

Mr. Green : It's important to know that people and animals live together.

注 poster ポスター endangered 絶滅の危機にある animal 動物 bamboo 竹, 笹
leaves leaf (葉) の複数形 on their own 独立して reserve 保護区
species (生物の) 種 nest 巣 percent パーセント each other お互い
layout レイアウト, 割付け

問1 本文中の ① が、「私たちは、私たちの文化祭に訪れる人々に、これらの動物についてもっと知ってもらいたい。」という内容になるように、英語で書きなさい。

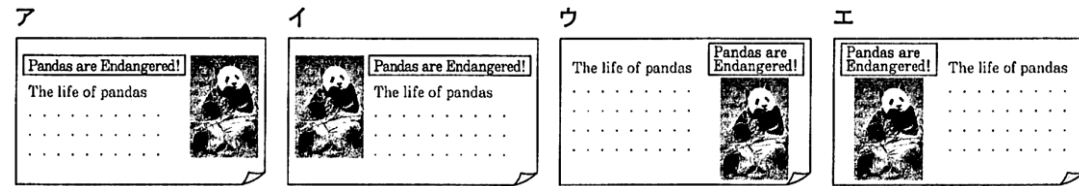
問2 本文中の ② に、次の(i)~(iii)の英文を適切な順序に並べかえ前後と意味がつながる内容となるようにして入れたい。下のア~カのうち、英文の順序として最も適しているものはどれですか。一つ選び、記号を書きなさい。

- (i) After that, scientists studied more about these animals and tried things which saved some of them.
- (ii) About thirty years ago in some mountains in China, a lot of bamboo trees died.
- (iii) At the same time, a lot of giant pandas died there, too, because there weren't many leaves to eat.

- | | | | | | |
|---|----------------|---|----------------|---|----------------|
| ア | (i)→(ii)→(iii) | イ | (i)→(iii)→(ii) | ウ | (ii)→(i)→(iii) |
| エ | (ii)→(iii)→(i) | オ | (iii)→(i)→(ii) | カ | (iii)→(ii)→(i) |

問3 本文中の that 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 40 字程度の日本語で書きなさい。

問4 本文中には、明男たちがポスターのレイアウトについて考えたことが述べられています。次のうち、明男たちが考えたレイアウトを表したものとして最も適しているものはどれですか。一つ選び、記号を書きなさい。



問5 本文中の ③ には、明男たちが考えたポスターのレイアウトについてグリーン先生の意見を求める英文が入ります。適している英文を7語程度の英語で書きなさい。

問6 次のうち、本文で述べられている内容と合うものはどれですか。二つ選び、記号を書きなさい。

- ア When Mr. Green was a child, he was interested in giant pandas and saw two of them in a zoo in London, and since then he has seen giant pandas three times.
- イ Akio, Yumi and her brother learned at the zoo that giant pandas usually live for more than thirty years and already live on their own when they're one year old.
- ウ There are about seven hundred species of endangered animals in Japan, and a fish called itasenpara is one of them.
- エ Before talking with Akio, Mr. Green learned in a book that goshawks live around places with many buildings and houses, like Osaka.
- オ Yumi thinks people at the school festival can learn what animals are endangered through reading posters her class is going to make.

◆ 解答用紙 ◆

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


◆ 問題 ◆ 19 - 3 - 35

次は、オーストラリアからの留学生のピーター（Peter）が英語の授業で行ったスピーチの原稿です。英文を読んで、あとの問いに答えなさい。

（大阪府 前期 2007年度）

Good morning. Do you know anything about Australia, for example, our beautiful sea or animals, like kangaroos? These are ① in Japan, but Australia has much more. Today, I'm going to tell you about my town and an interesting thing that happens there.


I ② in a town called Alice Springs. I grew up there, and I like my town very much. Please look at this map. Alice Springs is in the middle of Australia. When you go to the nearest sea from my town by car, it usually takes about twenty hours.



In winter, usually, our nights are a little colder than the ones in Osaka, and our afternoons are not as cold as the ones in Osaka. We don't have a lot of rainy days in a year and sometimes we don't have any rain for more than a month. So, on rainy days, many people in my town look happy and say, "It's good weather." "Good weather" means a rainy day to a lot of people in my town. To a lot of people in Osaka, "good weather" means a sunny day. Right?

Ⓐ "Good weather" means different things to people in different places.

In my town there is only one river. This river usually has no water. In the river, we have a special boat race. Please look at this picture. This is a picture of the boat race. But, the boats have no bottoms. Isn't that strange?



boat race (ボート競争)

On the morning of the day of the race, people who will join the race go around the town with the boats they've made. Some boats have groups of four people, and Ⓑ others eight. A lot of people from the town come to watch the boats.

Then, on the bottom of the river without water, we have the race in the afternoon. Groups hold their boats from the inside and carry them to the goal. It's very exciting to watch people who are carrying such strange boats in a river without water. You'll understand how exciting that is if you come to watch the race.

We've had the race on the third Saturday in September every year for more than forty years. But,

some years ago, we had no boat race because the river had a lot of water! I think this special boat race has made my town a little famous among people living in my country.

People in my town enjoy this interesting boat race. Through this boat race, people in my town come together and share time with each other.

Thank you.

kangaroo カンガルー Alice Springs アリススプリングス grow up 育つ
 in the middle of ~ ~の中央に nearest 最も近い bottom 底 strange 奇妙な
 inside 内側 goal ゴール share ~ with ... ~を...と共有する

問1 本文中の ① には、「最も人気があるもののうちのいくつか」という意味の6語程度の英語が入ります。その英語を書きなさい。

問2 本文中の ② には、「生まれた」という意味の英語2語が入ります。その語を書きなさい。

問3 本文中の Ⓐ の表している内容を具体的に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4 本文中の Ⓑ others eight の中には英語が省略されています。その省略されている英語を解答欄の () にそれぞれ1語ずつ書きなさい。

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

- ① How long does it usually take to go to the nearest sea from Alice Springs by car?
- ② What do people who will join the race do with their boats on the morning of the day of the race?
- ③ Why did people in Peter's town have no boat race some years ago?

問6 次のうち、本文で述べられている内容と合うものはどれですか。二つ選び、記号を書きなさい。

- ア Peter grew up in a town in the middle of Australia, and the town sometimes has no rain for more than a month.
- イ In winter, usually, the nights in Alice Springs are not as cold as the ones in Osaka, and the afternoons are colder than the ones in Osaka.
- ウ In the boat race, groups hold their boats from the inside and carry the boats to the goal in the water of the river.
- エ A special boat race started in Alice Springs fourteen years ago, and people have the race in one of the many rivers there.
- オ Peter thinks his town has become a little famous among people living in Australia because the town has a special boat race.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	others () () () eight ()
問5	①
	②
	③
問6	

◆ 問題 ◆ 19 - 3 - 36

次は、ある日の放課後、高校生の友也 (Tomoya) と留学生のジェーン (Jane) が、青木先生 (Mr. Aoki) と交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

(大阪府 後期 2007年度)

Mr. Aoki : Hi, Jane and Tomoya. What are you doing?
 Tomoya : Hello, Mr. Aoki. We're looking at some pictures.
 Jane : Tomoya took these pictures when I was making a cup on a wheel.
 Mr. Aoki : Making a cup?
 Jane : Yes. On ①, I went to Tomoya's grandmother's house with him and his sister to make pottery.
 Tomoya : My grandmother sells pottery she makes, and teaches people how to make pottery.
 Mr. Aoki : So, did she teach you and Jane?
 Tomoya : Yes, she did.
 Mr. Aoki : I see. Did you have a good time?
 Jane : Yes. But, it wasn't easy to use a wheel.
 Mr. Aoki : Really? I've never ② it.
 Tomoya : It's interesting. Jane wanted to make pottery. So, I called my grandmother a week ago and said, "Jane wants to join your class. (a) " She said, "Of course, you can."
 Jane : She was very kind to us. And she said an interesting thing.
 Mr. Aoki : What did she say?
 Jane : She said, "When I make pottery, I always think about people who will use it." She tries to imagine what pottery people need. I learned it's difficult but interesting to make pottery.
 Mr. Aoki : I agree.
 Jane : She also said, " ③ " After talking with her, I learned everything we use is made by someone. We should use things with care.
 Tomoya : I think so, too. We'll paint on our cups next week. After that, she'll fire them.
 Jane : I hope my cup will look nice.
 Mr. Aoki : ④ I hope so, too.
 Jane : Thank you. I'll use it every day.
 Tomoya : I'll use mine every day, too.
 Jane : I want to make cups for my family in America.



ろくろの上でカップを作っている様子

Mr. Aoki : We have an art club at our school. I know some of my students make pottery in the club.

(b)

Jane : OK. I want to.

注 wheel ろくろ (陶器の形を作る際に用いる回転台) pottery 陶器 with care 大切に
 paint 絵を描く fire 焼く

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

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

ア do イ did ウ done エ doing

問3 本文の内容から考えて、次のうち、本文中の (a) , (b) に入れるのに最も適している英語はそれぞれどれですか。一つずつ選び、記号を書きなさい。

ア Why don't you join it?
 イ Where is it now?
 ウ How much are they?
 エ Can I bring her to your class?
 オ Can she join them?

問4 本文中の ③ が、「私は人々に私の陶器を使うのを楽しんでもらいたい。」という内容になるように、次の [] 内の語を並べかえて解答欄の _____ に英語を書き入れ、英文を完成しなさい。

I [enjoy people to using want] my pottery.

問5 本文中の ④ I hope so, too. を 'so' の内容が明らかになるような英文に書き換えたい。解答欄の _____ に英語を書き入れ、英文を完成しなさい。

問6 次は、ジェーンが陶器作りを体験した日に書いた日記の一部です。本文の内容と合うように、(i) ~ (iv) に入る適切な英語1語をそれぞれ書きなさい。

Today, I went to Tomoya's grandmother's house with him and his (i) . Then, his grandmother (ii) us how to make pottery. She said an interesting thing. When she makes pottery, she always (iii) about people who will use it. I learned that (iv) pottery is difficult but interesting. I want to make cups for my family in America.

◆ 解答用紙 ◆

問1				
問2				
問3	(a)		(b)	
問4	I _____ my pottery.			
問5	I hope _____ , too.			
問6	(i)		(ii)	
	(iii)		(iv)	

◆ 問題 ◆ 19 - 3 - 37

次の文を読んで、各問いに答えよ。

(奈良県 2007年度)

Ken: Hi, Mary. You have many Japanese coins on your desk.

Mary: Yes. I want to take ①them with me when I go back to my country.

I think Japanese coins are very interesting and pretty. I like them. In America, we don't have any coins that have a hole.

Ken: Oh, I see. Japan learned how to make coins from China about 1,300 years ago. China had coins that had a hole.

Mary: Is that so? In America, we have some special coins.

Ken: Really? ②(ア What イ Who ウ Why) are they? Please tell me.

Mary: They are 25 cent coins. Each state is making a different 25 cent coin.

Ken: Do you mean each state has a different design?

Mary: That's right. In America, all 25 cent coins have the same head. They have the face of George Washington. The tails are different. We can learn the history or the culture of each state from the tail of its coin.

Ken: That's interesting. I really want to collect them.

Mary: Every year, five states have their own coins. This project was started in 1999. ③It takes 10 years to finish the project. So in 2008, all the 50 states will have their own coins.

Ken: I think Japan should start the same kind of project. I want every prefecture to have its own coin. I will ④(ア is イ am ウ be) happy if I see Daibutsu on the tail of a 500 yen coin.

Mary: Wow! Then, I will have a lot of Japanese coins to collect.



25セント硬貨

注 coin 硬貨 hole 穴 cent セント state 州 design デザイン
 head 表 tail 裏 history 歴史
 George Washington ジョージ・ワシントン (米国初代大統領)
 own 独自の project 計画 prefecture 県

問1 下線部①が指しているものを日本語で書け。

問2 ②, ④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を参考にして、「京都に行くのに電車で50分かかります。」という文を英語に直せ。

問4 次の(a), (b)の問いに3語以上の英語で答えよ。ただし、コンマやピリオドなどは語数に含めないこと。

(a) Were there coins that had a hole in China?

(b) What does a 25 cent coin have on the head?

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

ア In America there are a lot of coins that have a hole, so Japanese coins are not special to Mary.

イ American people can learn the history or the culture of each state from the heads of their 25 cent coins.

ウ Ken learns about different 25 cent coins from Mary, and he really wants to collect them.

エ In Japan, every prefecture has started to make its own coins, and Mary has a lot of them.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 38

次の英文は、中学生の恵子 (Keiko) と「きのくに県民カレッジ (Kinokuni Kenmin College)」に通っている祖母 (grandma) の対話です。これを読み、問1、問2に答えなさい。

(和歌山県 2007年度)

Keiko : Oh, cute! What is the picture on your book?

Grandma : It's Manabee, a mascot that is used for Kinokuni Kenmin College.

Keiko : I've never heard about it.

Grandma : OK. It has many classes and anyone can take any classes at any time. I'm studying the Korean language in one of them now.

Keiko : Oh, really?

Grandma : Because I like Korean dramas very much. I enjoy them more through learning the Korean language.

Keiko : I see. Are you happy to study it?

Grandma : Yes. It's interesting. But I have many friends in the class and some of them help me a lot. So I can understand it and also find new things.

Keiko : Good. Please tell me more about the people in the class.

Grandma : The people in my class are from elementary school children to old people. One of them is a man who is eighty-five years old.

Keiko : Eighty-five years old?

Grandma : I think so. He looks happy in the class. I think studying makes his life better.

Keiko : He is great and you are great too!

Grandma : Thank you. []

Keiko : OK. Thank you, grandma.



(Manabee = マナビィ)

「きのくに県民カレッジ」…社会, 芸術, スポーツなど, 様々な分野について学ぶ講座を開き, 県民の学習活動を支援する取り組み

注 cute かわいい mascot マスコット class 講座 anyone だれでも
take (講座などを)とる any どんな Korean 韓国の drama ドラマ
from ~ to ... ~から...まで elementary school children 小学生

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

ア It's not easy for me to study the Korean language.

イ I think that he does not want to find new things.

ウ Why are you happy in the Korean language class?

エ Does he enjoy studying?

オ How many classes does it have?

カ Why are you studying it?

キ Please tell me about it.

ク I can understand the Korean language very well.

問2 対話の流れに合うように, 文中の [] にふさわしい表現を考えて, 英語で書きなさい。ただし, 次の内容を伝えることとし, 1文で書いても, 2文以上で書いてもかまいません。

恵子に, 興味のある講座で学習するようすすめる。

◆ 解答用紙 ◆

問1	A	
	B	
	C	
	D	
問2		

◆ 問題 ◆ 19 - 3 - 39

次は、高校生の健二 (Kenji) さんと陽子 (Yoko) さん、カナダからの交換留学生のステイシー (Stacy) さんの会話です。3人は、教室で、健二さんと陽子さんが発表のために作ったポスター (poster) を見て話しています。これを読んで、各問いに答えなさい。

(鳥取県 2007年度)

Kenji : Look at the picture on our poster. The man is *wearing a yellow *wristband.

Stacy : Wristbands like this are popular in Canada. Many young people wear them as *accessories.

Yoko : In Japan they are worn as accessories, too. But buying the wristband in this picture is a *way to *donate money for *cancer research.

Stacy : I didn't know that. Why did you put this picture on your poster?

Yoko : Because the wristbands have become popular since the man in the picture started using them for *charities.

Stacy : There is a world map on your poster, too. Some countries are *marked red on the map. What does it mean?

Kenji : It means that the people in those countries don't have enough food or clean water because they are poor. Look at the picture by the world map. The white wristband in the picture is given to people who donate money to help such people.

Stacy : OK. I'll buy a white wristband.

Kenji : Great. Other colors are also used for charities. Some are used by *more than two charities.

Stacy : Really? How do you know that?

Kenji : I found a *list of charity wristbands on the Internet.

Stacy : Is the list on your poster?

Yoko : No. We made a card with the list on it. We gave it to everyone in our class when we *gave the presentation last week.

Stacy : That was a good idea.

Kenji : Everyone can do something to make the world better.

Yoko : Yes. So, through our presentation we wanted our class to know that.



注 wear 着る (worn は過去分詞)	wristband(s) リストバンド
accessory(ies) アクセサリー	way 方法 donate (お金を) 寄付する
cancer research がん治療のための研究	charity(ies) チャリティー, 慈善 (事業)
marked mark (印をつける)の過去分詞	more than ~ ~以上
list 一覧表	give(gave) the presentation 発表する (した)

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

(1) Do young people wear wristbands as accessories in Japan?
(), they ().

(2) When did Kenji and Yoko give a presentation about charity wristbands?
They gave it ()().

問2 3人が話題にしているポスターの写真について、次の(ア), (イ)に一語ずつ英語を入れて、英文を完成させなさい。

The man in the picture began to use the (ア) charity wristband to get money for cancer research. He made charity wristbands (イ).

問3 ポスターに載せなかったものを、次のア～エからひとつ選び、記号で答えなさい。また、それをどのような方法でクラスのみんなに伝えたか、日本語で書きなさい。

- ア a world map
- イ a yellow wristband
- ウ a white wristband
- エ a list of charity wristbands

問4 ステイシーさんが白いリストバンドを購入すると決めた理由として考えられることを、日本語で書きなさい。

問5 健二さんと陽子さんが、リストバンドについての発表を通して、クラスのみんなに最も伝えたかったことを、日本語で書きなさい。

問6 本文の内容と一致しないものを、次のア～エからひとつ選び、記号で答えなさい。

- ア ステイシーさんは、リストバンドがチャリティーに使われていることを知らなかった。
- イ 健二さんは、インターネットでリストバンドについて調べた。
- ウ 世界地図上の赤色の地域では、白いリストバンドを使ったチャリティーに参加する人が多い。
- エ 健二さんは、他の色もチャリティーリストバンドに使われていると言っている。

◆ 解答用紙 ◆

問1	(1)	
	(2)	
問2	ア	
	イ	
問3	記号	()
	方法	()
問4		
問5		
問6		

◆ 問題 ◆ 19 - 3 - 40

中学生のたけし (Takeshi) さんは、アメリカのニューヨークから日本に来ている留学生のビル (Bill) さんと話をしました。次の会話はそのときのものです。これを読んで、あとの問1～問5に答えなさい。(※印のついている単語には本文のあとに〈注〉があります。)

(島根県 2007年度)

Bill	:	Hi, Takeshi. (A)? You look happy.
Takeshi	:	Yesterday my family came in first in the city *bounceball tournament.
Bill	:	Bounceball? It's new to me. What kind of sport is it?
Takeshi	:	Well, it's difficult to explain. It's a new sport. It is like volleyball and tennis.
Bill	:	I can't understand. ①() () players do we need to play the game?
Takeshi	:	Usually six players.
Bill	:	Do we need rackets?
Takeshi	:	No, we use our hands to hit a soft ball.
Bill	:	Six players in each team and no rackets. It is like volleyball.
Takeshi	:	No. It's a little different. Usually each team has three players. We have to hit a ball after one bounce on the floor. The *net is much lower than the volleyball net.
Bill	:	Well, I think it's easier than volleyball and tennis.
Takeshi	:	(B). So old people and very young children can enjoy the sport.
Bill	:	That means all family members can enjoy it together. I don't know such a sport. That's wonderful.
Takeshi	:	②() don't you come to the *gym next Monday evening?
Bill	:	Sounds good. I want to join you.

〈注〉 bounceball バウンスボール (bounce はバウンドのこと, 鳥取県で生まれたスポーツ)
net ネット gym 体育館

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

- (A) ア What do you mean
- イ What time is it now
- ウ What do you think
- エ What's up
- (B) ア That may be wrong
- イ That's right
- ウ See you
- エ I don't agree with you

問2 下線部 (1) の () 内に適当な語を1語ずつ入れなさい。

問3 次のア～オの中から、会話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 たけしさんは昨日、バウンスボールの大会会場に誰よりも早く行った。
- イ ビルさんはバウンスボールをしたことがある。
- ウ バウンスボールはふつう、1チーム3人で構成される。
- エ バウンスボールのネットの高さはバレーボールのネットよりも高い。
- オ ビルさんはバウンスボールがバレーボールやテニスよりもやさしいと思った。

問4 ビルさんは、バウンスボールのどういう点がすばらしいと思いましたか。日本語で答えなさい。

問5 下線部 (2) でたけしさんがビルさんに体育館に来ることを勧めている表現になるように、() 内に適当な語を1語入れなさい。

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 41

次の英文は、外国語指導助手の Smith 先生(Mr. Smith)と中学生の Manami との対話の一部である。問1, 問2に答えなさい。

(岡山県 2007年度)

Mr. Smith : Have you ever heard the word "Service Robot" ?

Manami : No, but I've seen some robots on TV. I was surprised when I saw some robots that could walk, run and talk. They looked like humans.

Mr. Smith : Some "Service Robots" don't look like humans. But all "Service Robots" can work for us.

Manami : Really? What can these robots do ?

Mr. Smith : They can do many things to help us. In fact, we use some "Service Robots" in our life now.

Manami :

Mr. Smith : One kind of "Service Robot" gives us information about the things we can see at some museums. Another kind of "Service Robot" cleans the rooms in our houses.

Manami : I see. Robots are useful and can help us a lot.

Mr. Smith : There are also robots in hospitals. Soon we will have a new robot there. Some people in hospitals cannot stand up and walk if someone doesn't help them. This robot will help these people when they want to stand up and walk.

Manami : Great !

Mr. Smith : You are right. We will have new kinds of robots which will help us in many places.

注 service サービス robot ロボット kind 種類 museum 博物館 useful 役に立つ

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

- (ア) (1) How long ?
 (2) Then why ?
 (3) How much ?
 (4) For example ?
- (イ) (1) Robots will help us a lot and they will do many different things.
 (2) We are making the robots and all the robots look like humans now.
 (3) We will make the robots, but the robots won't help us in our life.
 (4) The robots are very useful, but we don't need the robots now.

問2 本文中では、Smith 先生はどのようなロボットが病院で使われるようになると話しているか。具体的に日本語で説明しなさい。

◆ 解答用紙 ◆

問1	(ア)		(イ)	
問2				

◆ 問題 ◆ 19 - 3 - 42

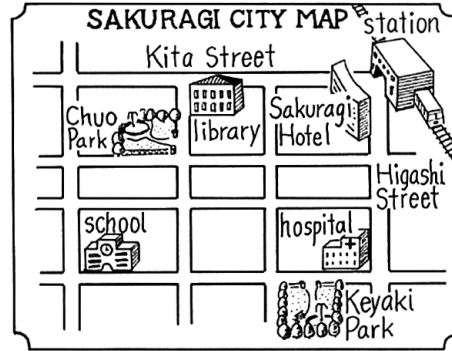
次の英文は、中学生の Takashi が、観光客の Bose 夫妻(Mr. and Mrs. Bose)と駅の入口付近で交わした会話の一部である。また、右の絵は会話に出てくるちらしと地図である。問1～問4に答えなさい。

(岡山県 2007年度)

ちらし



地図



Mrs. Bose : Hello. Can you me the way to the Sakuragi Hotel ?
 Takashi : Sure. Can you see the big white building ? That's the Sakuragi Hotel.
 Mrs. Bose : Yes. Thank you very much.
 Takashi : You're welcome. Is this your first time to visit our city ?
 Mr. Bose : Yes, it is. We came from India and we are traveling in Japan.
 Takashi : (been / have / how / in / long / you) Japan ?
 Mr. Bose : Three weeks. We will stay in this city for three days. Today and tomorrow, we will visit some of the famous places in our guidebook. We are looking for some interesting places to visit on the last day. Do you have any good ideas ?
 Takashi : Wait a minute. I will get a map and leaflets for you.
 (after a few minutes)
 Takashi : Here you are. Look at these leaflets. On that day we will have two events which people in this city enjoy. They are the "Sakuragi Music Festival" and the "Sakuragi Morning Market."
 Mrs. Bose : That sounds interesting. Where can we find them ? Are they near here ?
 Takashi : Yes. We will have the "Sakuragi Music Festival" in Chuo Park. And we will have the "Sakuragi Morning Market" in Keyaki Park. You can walk from here.
 Mrs. Bose : What can we do at these events ?
 Takashi : At the "Sakuragi Music Festival," At the "Sakuragi Morning Market,"

Mrs. Bose : Thank you. I think the "Sakuragi Music Festival" sounds interesting. How can we get there ?
 Takashi : Please look at the map. From the station, go along
 Mr. Bose : Thank you. I think we can get there.
 Takashi : I hope you will enjoy it. Take the map with you. Have a nice stay.
 Mrs. Bose : Thank you very much.

注	travel 旅行する	guidebook ガイドブック	leaflet ちらし
	event イベント	festival 祭り	

- 問1 に適当な英語 1 語を入れて英文を完成しなさい。
- 問2 下線部(イ)の語をすべて用いて、意味のとおり英文になるように並べかえなさい。ただし、文頭の語も小文字で示してあります。
- 問3 ちらしを参考にして、 , に適当な英語を入れて、英文を完成しなさい。ただし、英文は 2 文以上になってもかまいません。
- 問4 地図をもとにして、 に適当な英語を入れて、英文を完成しなさい。ただし、英文は 2 文以上になってもかまいません。

◆ 解答用紙 ◆

問1		
問2		
問3	(ウ)	
	(エ)	
問4		

◆ 問題 ◆ 19 - 3 - 43

次の対話は、高校生の由実とアメリカから来た留学生のジェーンが放課後に話したものであり、右の表は、そのとき由実が持っていたメモです。これに関して、あとの問1～問5に答えなさい。

(広島県 2007年度)

Yumi : I want to talk with you about our school trip to Tokyo and some other places. We have about five months before the trip, and you know each group has to make a plan of the second day soon. I have an idea about our group's plan. Look at this.

Jane : Sure, so on this day our group will go to a museum of literature in the morning, and we will stay there for . I see. Yumi, I love such a museum ! This is an important place to visit because our group members are interested in writing a story.

Yumi : Good ! I know Tokyo has a good museum. There are many things which are related to Japanese writers and we can see some of them. I've been there, and it was very good.

Jane : That's nice ! This is really a good idea. I think the members can learn a lot there.

Yumi : I , too. But I don't know which place we will visit after lunch. We can stay at one place for three hours. Do you have any idea ?

Jane : Well, how about a university ? I want to hear a lecture about Japanese literature there.

Yumi : That's a good idea. Let's the other members about our plan tomorrow. I think they will agree.

Jane : Yes ! I'll be very happy if I can visit these places. I want to learn more about Japanese literature. Teaching Japanese literature in my country is my dream.

Yumi : Really ? That's a nice dream. You will become a good teacher.

Jane : Thanks. Yumi, do you have a dream ?

Yumi : I want to write children's books in the future.

Jane : Great ! I want to read your books, too.

Yumi : Thank you, Jane. Our school trip will be a good chance to think about our future.

The Second Day	
TIME	PLACE
~ 8:30	hotel
9:30 ~ 11:30	museum of literature
12:00 ~ 13:00	restaurant (eat lunch)
13:30 ~ 16:30	<input type="text" value="E"/>
17:30 ~	hotel

注 school trip 修学旅行 plan 計画 museum 博物館 literature 文学
 be related to ~ ~に関係がある writer 作家 university 大学 lecture 講義
 future 将来 chance 機会

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

- ア thirty minutes
- イ one hour
- ウ two hours
- エ three hours

問2 本文中の ・ に適切な語を必要なだけ補って、英文を完成しなさい。

問3 本文中の にあてはまる最も適切な英文を、次のア～エの中から選び、その記号を書きなさい。

- ア I don't think many children in the world will read my books.
- イ I don't think many young people in the world will write their books.
- ウ I hope many children in the world will read my books.
- エ I hope many young people in the world will write their books.

問4 表中の に、由実はある英語を対話中に書き込みました。由実が書き込んだと考えられる英語を、本文中から抜き出して書きなさい。

問5 次の(1)・(2)に対する答えを、英文で書きなさい。

- (1) Are Yumi and Jane in the same group ?
- (2) What is Jane's dream ?

◆ 解答用紙 ◆

問1	
問2	B
	C
問3	
問4	
問5	(1)
	(2)

◆ 問題 ◆ 19 - 3 - 44

次は、Yuji と Lisa との対話の一部である。これを読んで、下の問1～問3に答えなさい。

(山口県 2007年度)

Lisa: Are you doing your homework?

Yuji: Yes. I'm writing a haiku.

Lisa: Haiku? (A) ?

Yuji: It's a kind of short Japanese poem. It usually has five-seven-five syllables. Some people say there is a world in haiku.

Lisa: Is there a world in only five-seven-five syllables? (B) !

Yuji: There is another important rule when we write a haiku. We must have one word called kigo in it. Kigo shows a season. For example, himawari, a sunflower, is a kigo for summer.

Lisa: I see. I think it's very difficult to write a short poem with those rules.

Yuji: I know. (C) It's not easy, but that makes haiku interesting.

Lisa: We have poems in my country, but they're very different.

Yuji: If you're interested in haiku, why don't you write one with me?

Lisa: (D) I'll write one and send it to my family.

Yuji: Your family will be glad to get your haiku.

Lisa: All right. Let's start writing a haiku.

注 poem(s) 詩 five-seven-five syllables 5-7-5の音節 rule(s) きまり

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

(A) 1 Where is it 2 Why is that 3 What's that 4 When is it

(B) 1 I agree 2 I can't believe it 3 It's famous 4 It's hot

(D) 1 That sounds good 2 That looks nice 3 Me, too 4 Take care

問2 下線部(C)で、Yuji は「簡単ではないよ。」と言っているが、何をすることが簡単ではないと言っているのか。日本語で答えなさい。

問3 次は、後日、Lisa が家族に送った手紙の一部である。文中の下線部 (a) , (b) に入る適当な英語を、1語ずつ答えなさい。

Last week, I learned (a) to write a haiku, a Japanese poem, from Yuji, a student in my school. He helped me and I wrote one for you.

ふるさとの かぞくをおもう クリスマス

It means "On Christmas Day, I think about my family in my hometown." I hope you'll like it. I can't (b) home for Christmas this year. But I always think about you.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 45

次は、Yumi と John との対話の一部である。2人は、ホームステイプログラム (homestay programs) を見ながら話している。これを読んで、下の問1～問3に答えなさい。

(山口県 2007年度)

中学生・高校生対象 ホームステイプログラム			
コース	プログラムA	プログラムB	プログラムC
滞在国	アメリカ	カナダ	オーストラリア
研修期間 (日数)	7月25日～8月3日 (10日間)	7月24日～8月20日 (28日間)	7月28日～8月17日 (21日間)
参加対象	中学2年生～高校生	高校生	中学2年生～高校生
語学学校での研修	午前	午前(月・水・金)	午後(火・木)
体験学習など	ゴルフ, 水上スキー	キャンプ, 乗馬	博物館見学, 農場滞在

John: Hi, Yumi. You were talking about homestay programs yesterday. Which program are you going to join?

Yumi: I haven't _____ (A) _____ yet. But I want to join one of these homestay programs.

John: Can you tell me about the programs?

Yumi: Sure. Each program has some good points. In Program A, I can study English at a language school every day. But _____ (B) _____.

John: I think that's too short.

Yumi: Program B is the _____ (C) _____. It's almost a month. But....

John: What's the problem?

Yumi: This program is for high school students, not for junior high school students.

John: Then, are you going to join Program C?

Yumi: Well, I'm interested in this program. I can study English at a language school, and I can visit museums. Also, I've wanted to go to this country since I was a child.

John: Did you know that July is a winter month in that country?

Yumi: Yes, I did, but there are still many things I don't know. For example, "How many people live there?" or "What are the foods they often eat?"

John: I think it's useful _____ (D) _____ before the homestay.

Yumi: That's true. I should do that.

注 good points 長所 almost ほとんど useful 役に立つ

問1 下線部 (A) , (C) には、英語が1語ずつ入る。それを答えなさい。

問2 次の質問に英語1語で答えなさい。

Which country has Yumi wanted to visit for a long time?

問3 下線部 (B) , (D) に、場面にふさわしい5語以上の英語を書きなさい。

◆ 解答用紙 ◆

問1	(A)		(C)	
問2				
問3	(B)			
	(D)			

◆ 問題 ◆ 19 - 3 - 46

次の英文は、中学生の雄太さんと、9月から日本に来ている留学生のケイト (Kate) さんとの職場体験学習 (work experience program) についての対話である。これを読んで、問1～問4に答えなさい。

(徳島県 2007年度)

Kate : Our English teacher told us to write about the work experience program held during the summer vacation.

Yuta : I went to a nursery school with some of my friends and worked there for three days.

Kate : Oh, do you like children?

Yuta : Yes, I do. They are really cute.

Kate : What did you do there?

Yuta : We enjoyed playing together outside. Some of us read picture books, and some sang songs with the children in the rooms. In the playroom we and the children enjoyed playing some games made by us together. We were happy to know they liked the games very much.

Kate : I'm sure you had a good time with them.

Yuta : Yes, of course. Do you have a work experience program in your school?

Kate : Yes. I worked at the Japanese gallery in the City Museum in Australia for two weeks in May.

Yuta : Wow! ② You worked much longer than I.

Kate : There were a lot of unique things from Japanese life. For example, kimono, tatami, and so on. I saw many pictures of festivals, too. I studied a lot to introduce these things to the people who visited the museum. It was exciting to know new things about Japanese life, and I became more interested in Japan than before. I'm going to learn more about Japanese life. ③ So, now I'm in Japan.

Yuta : Great! You always try new things here. Right?

Kate : That's right. Well, what did you learn through the program?

Yuta : Let me see. Just before lunch on the second day, one of the children started crying. I didn't know what to do. I stood up and just said, "What happened? Stop crying." Then the teacher noticed it and started to talk to him. She sat on the floor to look into his eyes. He also looked into her eyes and listened to her. Soon he stopped crying and began to smile. I learned it's important to look into the eyes when we speak and listen to each other.

Kate : It's called eye contact. We have learned wonderful things through the work experience programs. We can write about these things.

注 nursery school 保育所 gallery 展示場所, コーナー museum 博物館
 Let me see. ええと。 each other お互いに eye contact アイコンタクト(視線を合わせること)

問1 ・ に最も適するものを、それぞれ ア～エ から1つずつ選びなさい。

- ① ア When did you go for the program?
- イ How did you go for the program?
- ウ Where did you go for the program?
- エ Why did you go for the program?
- ② ア I don't agree with you.
- イ I think so, too.
- ウ I feel much better.
- エ I don't know that.

問2 雄太さんは、下線部②のように言っているが、それは具体的にどういうことか。雄太さんとケイトさんのそれぞれの職場体験学習の期間を示して、日本語で書きなさい。

問3 ケイトさんは、下線部③のように言っているが、ケイトさんが日本に来た目的を、日本語で書きなさい。

問4 本文の内容と合うものを、ア～カ から2つ選びなさい。

- ア 雄太さんと彼の友達は、プレイルームで子どもたちとゲーム作りを楽しみました。
- イ 雄太さんと彼の友達は、保育所の子どもたちと楽しく過ごしました。
- ウ ケイトさんは、オーストラリアの学校に日本のコーナーを作りました。
- エ ケイトさんは、博物館で日本の文化を紹介するために、多くのことを学習しました。
- オ 雄太さんは、一人の男の子が突然泣き始めたので困り、保育所の先生を呼びました。
- カ ケイトさんは、アイコンタクトの大切さを学んだことについて英語で書くつもりです。

◆ 解答用紙 ◆

問1	①		②	
問2				
問3				
問4				

◆ 問題 ◆ 19 - 3 - 47

次の対話文を読んで、問1～問4の問いに答えなさい。

(愛媛県 2007年度)

One day Emi and Tadashi visited Mr. Wilson and Ms. Tanaka, their English teachers, in the teachers' room.

Emi : Excuse me, Mr. Wilson and Ms. Tanaka. Tadashi and I are going to write about the secret of good health for the next school newspaper. Will you tell us about your secret of good health?

Mr. Wilson : Well, I keep early hours.

Emi : Keep early hours? What do you mean?

Mr. Wilson : I mean I go to bed early and get up early. Every morning, I enjoy walking with my wife for thirty minutes.

Tadashi : Don't you feel tired after walking?

Mr. Wilson : No, I don't. After walking, my wife and I cook breakfast and eat together. Then, I can start a wonderful day. Tadashi, do you have breakfast every morning?

Tadashi : Yes, I do. My family has breakfast together.

Mr. Wilson : That's good. Eating breakfast is very important for our life. We should not skip it.

Tadashi : I think so, too. Well, Ms. Tanaka, what do you do for your health?

Ms. Tanaka : I'm busy on weekdays, so I play tennis every Saturday and Sunday.

Emi : How long have you played tennis?

Ms. Tanaka : For fifteen years.

Emi : Wow! For fifteen years! (ア) 私が生まれる前に、あなたはテニスを始めました。 I think you are good at playing tennis.

Ms. Tanaka : I just enjoy playing tennis. I always feel refreshed. So, it's good for my health.

Emi : We've learned a lot from both of you.

Tadashi : Thank you, Mr. Wilson and Ms. Tanaka. (イ) 私たちは、来月その新聞をあなた方にお見せします。

Mr. Wilson : We're looking forward to it.

Ms. Tanaka : We enjoyed talking to you. See you.

注 secret 秘訣 school newspaper 学校新聞 skip ～ ～を抜く
weekday(s) 平日 refreshed さわやかな look forward to ～ ～を楽しみにする

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

- ① [ア Yes, please. イ I hope so. ウ No, thank you. エ I'll be happy to.]
- ② [ア I'm tired. イ I don't feel happy. ウ I feel good. エ I'm sorry.]
- ③ [ア I see. イ That's too bad. ウ You're welcome. エ Pardon?]

問2 本文中の(ア)、(イ)の日本語の内容を英語に直せ。

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

- (1) Emi and Tadashi want to know [ア how to write a newspaper イ how to play tennis ウ what to eat for breakfast エ what to do for good health] .
- (2) Mr. Wilson enjoys walking with his wife [ア after breakfast イ before breakfast ウ after school エ before going to bed] every day.
- (3) Tadashi thinks it is important to [ア enjoy walking イ cook breakfast ウ have breakfast エ enjoy playing tennis] .
- (4) Ms. Tanaka plays tennis [ア on weekdays イ every morning ウ every night エ every weekend] .

問4 「中学校時代の思い出」というテーマで英語の学校新聞を作ることになった。中学校時代の思い出としてあなた自身の心に残っていることについて、次の一連の質問に対する答えを英語で書け。ただし、(1)は8語以上の1文、(2)は5語以上の1文で書くこと。(「,」「.」などの符号は語として数えない。)

- (1) あなたはどのようなことをしましたか。
- (2) また、あなたはそれについてどう思いましたか。

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 48

次の問1～問4の各組のAとBとの対話の場面で、下線部が意味する内容を表している文として最も適当なものを、それぞれのア～エから一つずつ選び、その記号を答の欄に記入せよ。

(福岡県 2007年度)

問1 A: I like this song. Why don't you listen to it?

B: All right.

ア I will listen to it.

イ I am not listening to it.

ウ Because you don't listen to it.

エ Because you don't like it.

問2 A: I have a lot of homework to do. So I can't play soccer with you today.

B: Well, then how about next Monday?

A: That sounds good.

ア I will have a lot of homework next Monday.

イ I will be busy next Monday.

ウ I can hear a good sound next Monday.

エ I can play soccer with you next Monday.

問3 A: Excuse me. Can you tell me the way to the library?

B: I'm sorry, I can't. I've never been there.

ア I don't know how to get to the library.

イ I don't know what to read in the library.

ウ I can't tell you how to use the library.

エ I can't tell you about the books in the library.

問4 A: Is it difficult for you to learn English?

B: No, I don't think so. I enjoy learning English.

ア It's difficult for me to learn English.

イ It's not difficult for me to learn English.

ウ It's not easy for me to learn English.

エ It's not interesting for me to learn English.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 問題 ◆ 19 - 3 - 49

次の文章は、アメリカ (America) のシアトル (Seattle) から福岡にホームステイに来たトム (Tom) と、二人の日本人の中学生との会話である。これを読んで、後の各問に答えよ。

(福岡県 2007 年度)

Tom is staying with Akira's family. One Sunday morning, Tom and Akira go to Yuka's house.

Akira : Good morning, Yuka. How are you this morning?

Yuka : I'm fine, thank you. And you?

Akira : I'm OK. Yuka, I would like to introduce my friend, Tom. He is from America.

Tom : Hello. I'm Tom. Nice to meet you, Yuka.

Yuka : Hello, Tom. I'm Yuka. Nice to meet you too.

Akira : Tom has stayed at my house since last Wednesday.

Yuka : Oh, really?

Tom : Seattle. It's one of the big cities in America. ① Yuka, (are, you, what, know, do) about Seattle?

Yuka : I know there are two Japanese professional baseball players in Seattle.

Tom : They are very popular there.

Akira : They played baseball very hard in Japan and wanted to play in America for a long time. I think they are happy now because their dreams have come true.

Yuka : I think so too.

Tom :

Yuka : Yes, I want to work in a foreign country in the future. So I'm now studying English very hard. I hope I'll use English for my work. How about you, Akira?

Akira :

Tom : I see, but I think having a dream is very important. If you have one, you can study or work hard for it.

Akira : You're right. I think I should have a . I'll try to think about my future.

Yuka : Good! Well, Tom, how long are you going to stay in Fukuoka?

Tom : For two weeks.

Yuka : Great! ② Please (enjoy, you, in, stay, your) Fukuoka, Tom.

Tom : Thank you, Yuka.

注 professional プロの have come true 実現した in the future 将来

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

- | | |
|-----------------------------------|-----------------------------------|
| 1 You can answer my question. | 2 That's right. |
| 3 Well, do you have a dream? | 4 Where are you going? |
| 5 Where are you from in America? | 6 I don't know what I want to do. |
| 7 Visiting Japan is a lot of fun. | 8 Do you want to work in Japan? |

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

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

◆ 解答用紙 ◆

問1	A	
	B	
	C	
	D	
問2	①	
	②	
問3		

◆ 問題 ◆ 19 - 3 - 50

次の英文は、大輔 (Daisuke) とケイト (Kate) の会話である。これを読んで、問1～問4の各問いに答えなさい。

(佐賀県 前期 2007年度)

Daisuke : Hi, Kate. Is this your dog ?

Kate : Yes, his name is Ron. I'm taking him for a walk.

Daisuke : How old is he ?

Kate : I guess he is about three years old. He was left near the river three years ago. There he was found and taken to our house by my father.

Daisuke : I see. He is very cute. *These days pets are becoming popular, and more and more people keep many kinds of pets.

Kate : Some of my friends also have pets, for example, dogs, cats, birds and fish. One of them told me about a new restaurant. You can take dogs there and order the food for dogs. You can enjoy lunch with them.

Daisuke : Really? I didn't know that, but why do people like to have pets ?

Kate : Because they can feel good when they spend time with pets. For example, when I am sad, I can feel better with Ron. I like to *touch his soft hair, too. He makes me happy.

Daisuke : That's true. A few days ago I watched a *TV program about a dog. The dog was helping some old women in a hospital.

Kate : I know many animals are helping sick people in many places in the world. Last night I found something interesting about such animals on the Internet.

Daisuke : What was it ?

Kate : There was a girl who couldn't use her fingers well because she was ill. But after she played with dogs in the hospital, ① . There was another story. An old woman lived alone. Communication with other people was not easy for her and she didn't like to meet others or talk with anyone. But after she had a cat as a pet, she tried to *communicate with the cat. Then ② . Now she has some friends and often enjoys talking with them on the phone.

Daisuke : Animals are so great. We can live *happily with animals.

these days 最近 touch ～にさわる TV program テレビ番組
 communicate with ～ ～とコミュニケーションをとる happily 楽しく

問1 ロン (Ron) はなぜケイトの家で飼われるようになったのか。日本語で書きなさい。

問2 下線部のレストランの特色は何か。日本語で書きなさい。

問3 ケイトは、人々がペットを飼いたがる理由をどう考えているか。日本語で書きなさい。

問4 ① , ② に入る最も適当なものを、それぞれ次のア～ウの中から一つ選び、記号を書きなさい。

- ① ア using her fingers became easier for her
- イ using her hands became harder for her
- ウ using her fingers became more difficult for her
- ② ア she started to watch TV every day
- イ she started to talk to people around her
- ウ she started to read many books

◆ 解答用紙 ◆

問1				
問2				
問3				
問4	①		②	

◆ 問題 ◆ 19 - 3 - 51

次の英文は、アメリカ人留学生のジャック（Jack）と中学生の実奈（Mina）と誠也（Seiya）の会話である。これを読んで、問1～問4の各問いに答えなさい。

(佐賀県 前期 2007年度)

<p>Jack : I went to a video store with my host mother last night. She told me that the video I bought was one of the best old Japanese movies, but <u>(1) I couldn't enjoy it.</u></p> <p>Mina : Why?</p> <p>Jack : When it started, I was very surprised to see the *screen. There were no English words on it, so I couldn't understand the story.</p> <p>Seiya : I don't think Japanese movies have English words on the screen in Japan.</p> <p>Jack : Really? In America, I enjoyed some Japanese movies because I read the words written in English on the screen.</p> <p>Seiya : I see. Why do you watch Japanese movies?</p> <p>Jack : I'm interested in old Japanese life. I think I can understand it better through old Japanese movies.</p> <p>Mina : I've never been to your country, but I've learned a lot about it through movies here in Japan. I can enjoy American movies because all of them have Japanese words on the screen.</p> <p>Jack : Today many people come to Japan because its *history and culture are very interesting, so more good Japanese movies should be introduced to such people. I hear there are many great Japanese movies which are not introduced to the world. I think that many people from other countries want to watch Japanese movies to know Japan better.</p> <p>Seiya : I understand, Jack. <u>(2) Japan has a lot of good things and it is very important for us to show them to people from other countries.</u></p> <p>Mina : I agree with you. We should give more *information about our country to the world.</p> <p>Jack : Mina, Seiya, I want you to write English words for Japanese movies in the *future. You can give information about Japan through Japanese movies to the world.</p> <p>Mina : That's a good idea. I'll study English harder to become a bridge between countries.</p>
<p>screen 画面 history 歴史 information 情報 future 将来</p>

問1 下線部 (1) について、その理由を日本語で書きなさい。

問2 ジャックはなぜ日本映画を見るのか。日本語で書きなさい。

問3 下線部 (2) について、あなたが紹介することができる身近な例を、英語で自由に書きなさい。ただし、単語は6語以上使用し、2文になってもかまいません。

問4 本文の内容と一致するものを、次のア～エの中から一つ選び、記号を書きなさい。

- ア Jack couldn't find an American movie he wanted to see in the video store.
- イ Jack's host mother told him to watch many good Japanese movies when he was in Japan.
- ウ Jack thinks that many people who visit Japan want to watch Japanese movies to know more about Japan.
- エ Mina enjoys American movies very much without Japanese words on the screen.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 問題 ◆ 19 - 3 - 52

次の英文は、中学生のまさと (Masato) , その父 (Father) と祖父 (Grandfather) , そしてその家庭にホームステイしているニック (Nick) の会話である。これを読んで、問1～問4の各問いに答えなさい。

(佐賀県 前期 2007年度)

Masato : A week has passed since you came to Japan. What do you think of life in Japan ?
 Nick : I see a lot of people in many places. People are walking so fast and working very hard.
 I think Japanese people are busy.
 Masato : I see.
 Nick : When I went shopping in the town, I was surprised to see a lot of things in the stores.
 Father : Really ? I'm very surprised to hear that. I think that American stores have more things than Japanese stores. I hear America is one of the *richest countries.
 Nick : I know that, but our family *lives a simple life in a small town. As you know, there is a great difference between rich and poor people in America. Maybe *all the people don't live as you think.
 Grandfather : When I *look back on my old days, people's life in Japan was not so busy. We didn't have so many things but had a lot of time to think. It was good in the old days. Today, some people buy a lot of things and use them for only a short time. It is not good.
 Masato : I feel the world is changing fast. New *products are always shown on TV and I can be cool if I have one of them, so I sometimes want to buy something new.
 Grandfather : You should not think *that way. You have to have your own *values. I don't think that buying things makes you happy.
 Father : I understand you, but to have a good *relationship with other people we sometimes need to do *the same thing as others. What do you think of that, Nick ?
 Nick : I don't think all the people have to do the same thing. My parents always tell me that it is not bad to be different from others. So *even when I don't look the same as other people, it is not important to me.
 Masato : I see. It is interesting to talk with people who have different ideas. I am very happy to know them.

rich(est) 豊かな live(s) a simple life 質素な生活をする
 all ... not ~ すべての...が~するわけではない look back on~ ~を振り返ってみる
 product(s) 製品 that way そんな風に values 価値観 relationship 関係
 the same ... as ~ ~と同じ... even ~ ~さえ

- 問1 まさとの父はニックのどのような発言に対して驚いているのか。日本語で書きなさい。
 問2 まさとの祖父は何が良くないと言っているのか。日本語で書きなさい。
 問3 まさとが新製品を買いたいと思うのはなぜか。日本語で書きなさい。
 問4 ニックは自分の両親からどのようなことを教えられているのか。日本語で書きなさい。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 問題 ◆ 19 - 3 - 53

次の英文は、理香 (Rika) と弟の研二 (Kenji) と店員 (Clerk) の会話である。これを読んで、(1)~(3)の各問いに答えなさい。

(佐賀県 後期 2007 年度)

Rika : Our mother gave us one thousand yen to buy hamburgers. What shall we eat ?
 Kenji : I would like a *cheeseburger, a *chickenburger and juice.
 Rika : I would like a cheeseburger and juice, but
 Kenji : OK. I will change my *order. Two hamburgers and juice.
 Clerk :
 Rika : Yes.
 Clerk :
 Rika : Two hamburgers, one cheeseburger and two cups of juice, please.
 Clerk : The *total is _____ yen.
 (Rika gives money to the clerk.)
 Clerk :
 (The clerk gives their order to Rika.)
 Clerk :
 Rika : Thank you.

=== Menu ===	
hamburger	¥220
cheeseburger	¥250
chickenburger	¥280
juice	¥150
=====	

cheeseburger チーズバーガー chickenburger チキンバーガー
 order 注文, 注文の品 total 合計 (金額)

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

(2) 下線部に入る金額を数字で書きなさい。ただし、上のメニュー (Menu) を参考にすること。

(3) 次の(a)~(d)の英文を ~ に入れるとき、最も適当な組合せになっているものを、下のア~エの中から一つ選び、記号を書きなさい。

- (a) Are you ready to order ?
- (b) Here's your change.
- (c) Have a nice day.
- (d) What would you like ?

	②	③	④	⑤
ア	(a)	(d)	(b)	(c)
イ	(b)	(d)	(a)	(c)
ウ	(a)	(b)	(d)	(c)
エ	(b)	(d)	(c)	(a)

◆ 解答用紙 ◆

(1)	
(2)	
(3)	

◆ 問題 ◆ 19 - 3 - 54

次のA, B二人の会話を読んで、(1), (2)の問いに答えなさい。

(佐賀県 後期 2007年度)

A : Oh, you have a nice guitar. Can you play it ?
 B : Yes, of course. I practice it for about two hours every day.
 A : Two hours ! That's a long time.
 B : I don't think so. I want to practice more, but I have to study.
 A : I see.
 B : No. It was a present from my *grandmother. She gave it to me when I was in the seventh grade. This guitar is my *treasure.
 A : Oh, is it ?
 B : Yes. It's the most important thing for me. Well, what is your treasure ?
 A :
 B : I understand why it is so important for you.

grandmother 祖母 treasure 宝物

(1) に入る最も適当なものを、次のア～エの中から一つ選び、記号を書きなさい。

- ア Why did you buy the guitar ?
- イ Did you buy the guitar ?
- ウ Is the guitar yours ?
- エ Was the guitar a present for you ?

(2) に、本文の内容に合う英文を自由に書きなさい。

◆ 解答用紙 ◆

(1)	
(2)	

◆ 問題 ◆ 19 - 3 - 55

高校生の和也 (Kazuya) と真美 (Mami) が、留学生のジェフ (Jeff) と全国高等学校総合体育大会 (National Inter-High School Athletic Meet) について話をしている。これを読んで、問1～問4の各問いに答えなさい。
(佐賀県 後期 2007年度)

Jeff : Did you see the *poster of the National Inter-High School Athletic Meet ?
 Kazuya : Yes. I am very excited to hear that it will be held in Saga this summer.
 Jeff : Is it a big *meet ?
 Kazuya : Yes. Many high school students will come to Saga from all over Japan. I think we can see wonderful games. I can't wait.
 Mami : I want to see the *opening ceremony. My sister is going to dance in the ceremony. About one thousand and three hundred students are practicing dancing now. When so many students dance together, it will be very exciting to see the ceremony.
 Jeff : Kazuya, do you play any sports ?
 Kazuya : Yes, I am a member of the basketball club in my school. I am practicing basketball very hard. I want to play in the National Inter-High School Athletic Meet to have games *against strong teams from all over Japan.
 Jeff : I hope you can. Playing in such a big meet will be wonderful. I want to do something to *support the meet, too. Is there anything I can do ?
 Mami : There are many things you can do. Many people will come to watch the games. For these people, some high school students will work as volunteer guides in some stations. The guides will show them where to go to watch the games. The guides will also show them the *local food of Saga and good places to visit in Saga.
 Jeff : Sounds interesting. Are you going to do some volunteer work ?
 Mami : Of course, I am. I would like to put many *flower pots along the streets with other high school students. If there are many beautiful flowers along the streets, people visiting Saga will feel happy to see them. We will enjoy seeing them, too.
 Jeff : Putting flower pots is a good idea, but I will to *welcome the people who will come to Saga.
 Mami : That's good ! If everyone in Saga does something for the people coming to Saga, they will never forget the meet in Saga.
 Kazuya : That's true. It will be a great *experience for us, too.

poster ポスター meet 大会 opening ceremony 開会式 against へに対して
 support へを支援する guide(s) 案内人 local 地元の
 flower pot(s) フラワーポット welcome へを歓迎する experience 経験

- 問1 全国高等学校総合体育大会の開会式ではどのようなことが行われる予定なのか。日本語で書きなさい。
- 問2 下線部について、その理由を日本語で書きなさい。
- 問3 本文中の に、本文の内容に合う英語を自由に書きなさい。ただし、単語は3語以上使用すること。
- 問4 本文の内容と合っているものを、次のア～カの中から二つ選び、記号を書きなさい。
- ア Kazuya played with strong players in the National Inter-High School Athletic Meet.
 - イ Mami says the volunteer guides of high school students will help the players during the games.
 - ウ People will know where they can watch the games of the National Inter-High School Athletic Meet with some help of high school students.
 - エ Kazuya is going to work as a volunteer guide to show the local food of Saga and good places to visit in Saga.
 - オ Mami has a plan to make the streets beautiful with a lot of flowers for people coming to Saga.
 - カ Mami thinks everyone in Saga should support the National Inter-High School Athletic Meet by dancing in the opening ceremony.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 問題 ◆ 19 - 3 - 56

中学生の航太 (Kota) と志帆 (Shiho) がイギリス人医師スミスさん (Mr. Smith) にインタビューをしている。これを読んで、問1～問4の各問いに答えなさい。

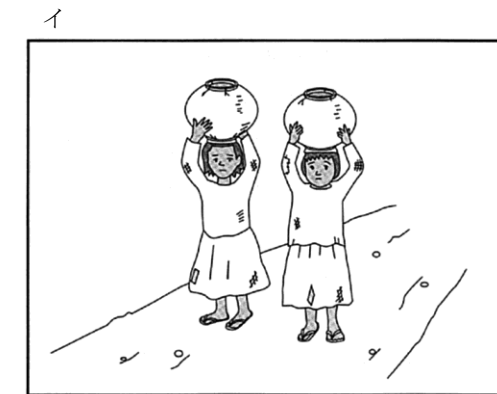
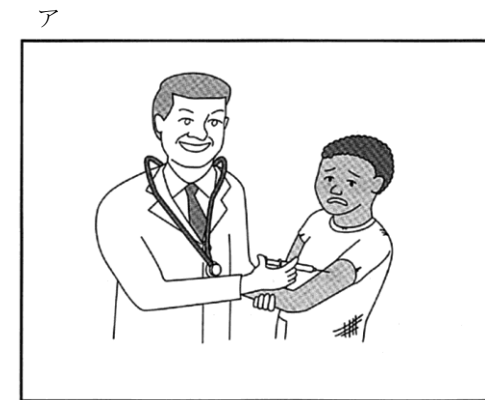
(佐賀県 後期 2007年度)

Kota : Nice to meet you, Mr. Smith. I'm Kota.
 Shiho : I'm Shiho.
 Mr. Smith : Nice to meet you, too, Shiho, Kota.
 Kota : Shiho and I want to be doctors. Will you tell us about your job?
 Mr. Smith : Sure. What do you want to know?
 Shiho : I hear that you have been to many countries. How many countries have you visited?
 Mr. Smith : Well, I have visited twenty-four countries. I spend about four months in foreign countries every year.
 Kota : On TV, I saw a group of doctors helping people in poor countries. I was very impressed, and decided to become a doctor working in foreign countries. Are you a member of that group, too?
 Mr. Smith : No. Maybe you mean the group called "Doctors Without Borders." Our group is different. My father and his friends started their volunteer group fifteen years ago and *at the same time I joined the group to help them. A few years later, some of my friends also joined our group, and now we are working together.
 Shiho : I see. I think you feel happy to help so many people. I have seen a picture of a doctor with children in a poor village. They had smiles on their faces. I think doctors' work can make people happy. So I want to visit many countries to help sick people.
 Mr. Smith : It is very good for you to work for the people who need help, but working in other countries is not as easy as you think and people's lives in poor countries are hard.
 Shiho : Please tell us how they live.
 Mr. Smith : Many people have to walk for many hours to get water in a river. People sometimes have nothing to eat at all.
 Kota : Really? Do they have enough doctors to help sick people in such countries?
 Mr. Smith : No. There are many villages without doctors. A lot of sick people need our help.
 Kota : I understand. We should learn more about other countries and people living there. I will study many things at school to become a doctor.
 Mr. Smith : I hope your dreams will *come true. Can you join us when we need your help?
 Kota : Of course I will. Thank you very much, Mr. Smith.
 Shiho : Thank you for talking with us. We learned a lot.
 Mr. Smith : You're welcome.

Doctors Without Borders 国境なき医師団 at the same time 同時に come true 実現する

問1 航太が医者になりたいと思ったきっかけはどんなことか。日本語で書きなさい。

問2 志帆が見た写真として最も適当なものを、ア～ウの中から一つ選び、記号を書きなさい。



問3 下線部の具体例を二つ、日本語で書きなさい。

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

ア Shiho and Kota are interested in the job Mr. Smith is doing in Japan.

イ Mr. Smith goes to twenty-four countries to help sick people every year.

ウ Mr. Smith is a member of the famous doctor group Kota saw on TV.

エ Mr. Smith began to do his volunteer work with his father fifteen years ago.

オ Kota wants to teach how to get water for the people in poor countries.

カ In poor countries, there are many villages which need doctors' help.

◆ 解答用紙 ◆

問1		
問2		
問3		
問4		

◆ 問題 ◆ 19 - 3 - 57

次の英文は、中学生の秋子 (Akiko) , 沙織 (Saori) , ナンシー (Nancy) と交差点に立つ男の人 (Man) の会話である。これを読んで、問1～問5の各問いに答えなさい。

(佐賀県 後期 2007年度)

..... On the road to school

Akiko : Do you know the man standing at the *street crossing near the park ?

Saori : Yes, I do. I see him every morning. Why are you asking that ?

Akiko : Three days ago, when I was going to *cross the street, he shouted at me. I was surprised to hear that. I thought he was *angry with me. After that I can't say to him, "Good morning." When I see him, I always walk very fast. I cannot look at his face. What should I do ?

Nancy : Maybe he just asked you to be careful about cars when you crossed the street.

Akiko : I understand that, but he still looks angry with me.

Nancy : Don't worry, Akiko. If you talk with him, you will know him better. Let's go and talk to him.

Saori : Now, there he is. Look ! Small children are *putting their hands up and *touching his hand. The man and the children look like friends.

Akiko : Right. They look happy. They are all smiling.

..... At the street crossing

Nancy : Good morning. Can I ask you a question ?

Man : Sure.

Nancy : Why do you stand here every day ?

Man : To watch *schoolchildren. I have wanted to do some volunteer work for young people.

Nancy : Why do you think so ?

Man : I think I can help them through volunteer work. Children today need more communication with other people at home, at school and in other places. When I started this work, children were very *shy and some of them didn't say any words to me. After a few days, they started saying "hello" to me with a smile.

Akiko : Are you happy with this work ?

Man : Of course. I'm happy to do this. I love you children very much. I want to see you and talk to you every day. I want you to learn a lot of things and enjoy your school life. I hope you will *get along with other people.

Akiko : I enjoyed talking with you. Thank you.

Man : Me,too. See you tomorrow.

..... After they left him

Nancy : What do you think about him now, Akiko ?

Akiko : I'll talk to him again.

Saori : That's good. Let's go to school. We're going to be late !

street crossing 横断歩道 cross ～を横切る angry 怒っている
 put(ting) ～ up ～をあげる touch(ing) ～に触れる schoolchildren 学童, 生徒
 shy 内気な get along with ～とうまくやっていく

問1 秋子が沙織に相談した悩みとして最も適当なものを、次のア～エの中から一つ選び、記号を書きなさい。

- ア It is difficult for her to cross the street because there are a lot of cars.
- イ She cannot talk to small children or play with them well.
- ウ She is afraid of the man because he looks angry with her.
- エ She wants to do some volunteer work, but she can't because she is busy at school.

問2 下線部 that の示す内容は何か。日本語で書きなさい。

問3 ナンシーは、秋子の悩みに対してどのような提案をしたか。日本語で書きなさい。

問4 男の人は、今の子どもたちには何が必要だと考えているか。日本語で書きなさい。

問5 内に、本文の内容に合う英文を自由に書きなさい。ただし、単語は6語以上使用し、2文になってもかまいません。

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 58

リサ (Lisa) , ジョン (John) , 哲也 (Tetsuya) が、加藤先生 (Ms. Kato) の授業で発表をしている。これを読んで、問1～問4の各問いに答えなさい。

(佐賀県 後期 2007年度)

Ms. Kato : Good morning, everyone. In the last class, we learned about food. There are many kinds of food which are not good for our *health. Many people become sick because they are not careful about food. The important thing is to know more about food. Today, we are going to think about *eating habits. I told you to study about eating habits as your homework last week. I'd like you to show it to the class. Any volunteers ?

Lisa : Yes. Did you have breakfast this morning, everyone? Please look at this *graph. This shows the *percentage of people who don't have breakfast. I am surprised that many people don't have breakfast. The percentage of men (1) who don't have breakfast is the highest. (2) of women who are from 15 to 19 don't have breakfast. Some of them are *on a diet because they want to look nice. People should know that having breakfast is very important for their health.

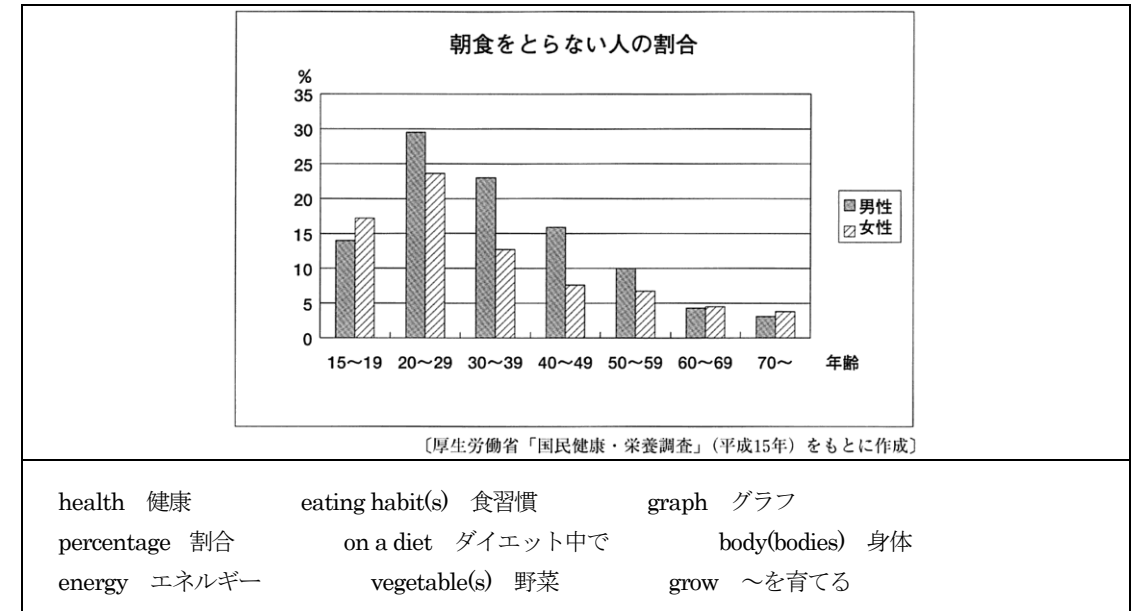
Ms. Kato : Thank you, Lisa. Who's next ?

John : I am. I used the Internet to learn about eating habits. Our *bodies begin to work well after we have breakfast. Breakfast gives us *energy to work all day. If we are sleepy or tired during a class, we should think about our breakfast. An American scientist says that students who have breakfast do better in math than students who don't.

Ms. Kato : Very interesting. Next, please.

Tetsuya : Yes, Ms. Kato. It is also important for us to eat many kinds of food to keep our health. I will talk about my family. We eat many kinds of *vegetables every morning. I *grow vegetables with my family. I have learned I can get a lot of vegetables if I grow them with love. That has changed me. Before I began to grow vegetables, I didn't like to eat them. But now I like to eat them very much. I think it is good to eat a lot of vegetables. I hope everyone will eat more vegetables.

Ms. Kato : Very nice. We learned important things for our health.



問1 (1) , (2) に入る最も適当なものを、グラフを参考にして、ア～ウの中からそれぞれ一つ選び、記号を書きなさい。

- (1) ア from 20 to 29 イ from 30 to 39 ウ from 40 to 49
- (2) ア About 14% イ About 17% ウ About 23%

問2 アメリカのある科学者は、朝食をとることについてどのようなことを言っているか。日本語で書きなさい。

問3 下線部 That の示す内容は何か。日本語で書きなさい。

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

- ア The homework Ms. Kato gave students was to study about some vegetables.
- イ John learned on the Internet that breakfast was very important for our bodies.
- ウ If people don't have breakfast every morning, they will become sick soon.
- エ Lisa thinks that young women are on a diet because they are careful about their health.
- オ Tetsuya learned about how to grow vegetables on the Internet.
- カ Tetsuya thinks people should have a lot of vegetables for their health.

◆ 解答用紙 ◆

問1	(1)		(2)	
問2				
問3				
問4				

◆ 問題 ◆ 19 - 3 - 59

次の亜矢 (Aya) と日本に留学中のマイク (Mike) の会話を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

(長崎県 2007 年度)

Aya : Our train is late. We have to wait. Let's sit on the chairs over there.
 Mike : OK.
 (Five minutes later.)
 Aya :
 Mike : Oh, a book about Japanese food. There are a lot of beautiful pictures in it. Look at this! I want to eat this food.
 Aya : That's chirashi-zushi. My mother cooks very well. She can make it for you next Sunday.

 Mike : I'm sorry, but I can't. My family will come to see me from Australia next Saturday. So I'm going to show them around the city on Sunday.
 Aya : Really ? Well, I have a good idea. Can you come to my house with your family in the evening after seeing the city ? Let's eat Japanese food together with my family. Of course, you can eat chirashi-zushi.
 Mike : That's exciting. My family will be happy, too.
 Aya : Will all your family come to Japan ?
 Mike : Yes. My parents and my sister.
 Aya : We'll have a big party ! My mother and father will cook dinner and I'll help them. I can't wait !
 Mike : That will be fun ! Thank you, Aya.
 Aya :
 Mike : Oh, our train is coming. Let's go, Aya.

問1 会話中の ～ に入る最も適当なものを次のア～キの中から一つずつ選んで、その記号を書け。

- ア You're welcome.
- イ Did you go to the Japanese restaurant ?
- ウ What are you doing, Mike ?
- エ What are you reading, Mike ?
- オ You like Japanese food.
- カ I really want to eat it at your house.
- キ Why don't you have lunch at my house next Sunday ?

問2 次の文は会話中の下線部の内容を説明したものである。(①) ～ (③) に入る適当な日本語を書け。

(①) の晩、マイクとマイクの (②) が (③) あとに、亜矢の家に来て晩ごはんを一緒に食べることにした。

問3 次の1、2の質問の答えとして最も適当なものを下のア～ウの中から一つずつ選んで、その記号を書け。

- 1 Where are Aya and Mike talking ?
 ア They're talking at Aya's house.
 イ They're talking in the library.
 ウ They're talking at the station.
- 2 How many people will visit Aya's house to have dinner ?
 ア Three people will.
 イ Four people will.
 ウ Five people will.

問4 会話の内容と一致するものを次のア～エの中から一つ選んで、その記号を書け。

- ア Mike is telling Aya to make chirashi-zushi for him and his family.
- イ Mike wants to go to the library and read a book about Japanese food.
- ウ Mike's family will come to Japan from Australia next Sunday.
- エ Aya and her parents will cook Japanese food for Mike and his family.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 60

次の会話は、香織 (Kaori) が修学旅行 (school trip) についてクリス (Chris) 先生と話している時のものです。よく読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

(長崎県 2007 年度)

Chris : You had a very good time in Kyoto. I know that through these pictures.
 Kaori : Yes, I did. In Kyoto I visited a lot of famous temples and beautiful places.
 Chris : That's good. I went to these places, too. The people were very kind and always helped me when I looked around Kyoto. I felt very happy. Kaori, in this picture taken at Kinkakuji, all of your friends are smiling, but you aren't.
 Kaori : That's right. ①I was not happy when this picture was taken.
 Chris :
 Kaori : On the second day in Kyoto, we had free time to go to the places we liked. My friends and I visited Kinkakuji. We wanted to get there before 12:00, but we could not.
 Chris : Why?
 Kaori : Well, we were waiting for a No. 101 bus at the bus stop. Then a No. 201 bus came. I looked at a map and thought it was going to the temple, too. So I said to my friends, "I think this bus is also going to Kinkakuji. We'll be there earlier."
 Chris : So, all of you took the No. 201 bus.
 Kaori : Yes. But when I looked at the map again on the bus, I thought, "Oh, this bus is not going to the temple!"
 Chris : I think you got upset.
 Kaori : Yes.
 Chris : And then ?
 Kaori : One of my friends asked the bus driver, "Is this bus going to Kinkakuji ?" He said, "No, it isn't." When I heard that, I felt very sorry. So I said to my friends, "Let's get off at the next stop. I'll pay all your fares."
 Chris :
 Kaori : No. The driver was listening to us and said, "You don't have to pay. Have a good time in Kyoto."
 Chris : He was a good man. Then, did you take the right bus?
 Kaori : Yes. I asked an old woman how to get to Kinkakuji. She took us to the bus stop. So we could take the right bus and got to the temple at about 12:40. We had a late lunch at about 1:30. I really felt sorry. This picture was taken before lunch.

Chris : Now I understand why you are not smiling in this picture.
 Kaori : I was not happy at that time. But during lunch, my friends said to me, "You don't have to feel sorry. We had a good time." I was happy to hear that.
 Chris : That's good. Well, in my next class, ②I'm going to (about / some students / make / ask / the school trip / to / speeches). Do you want to speak?
 Kaori : Yes, of course.
 Chris : I hope your speech will be a good one.

注

temple 寺 Kinkakuji 金閣寺 smile ほほえむ
 No. 101 bus 101番路線を走るバス (bus) stop (バスの)停留所 map 地図
 get upset 動揺する bus driver バスの運転手 pay (～を)支払う fare(s) 運賃

問1 会話中の ～ に入る最も適当なものを、次のア～オの中から一つずつ選んで、その記号を書け。

- ア I didn't know what to do.
- イ Did you say so to your friends?
- ウ What happened?
- エ Oh, and did you?
- オ We got off the bus.

問2 下線部(a)の理由を述べた次の文の () にあてはまる内容を、バス、予定、友達の3語を用いて20字以上30字以内の日本語で書け。なお、句読点も字数に含む。

() と思ったから。

問3 下線部(b)の意味が通るように、() 内の語句を並べかえよ。

問4 会話の内容と一致するものを次のア～エの中から一つ選んで、その記号を書け。

- ア Chris is very interested in Kaori's school trip because he has never been to Kyoto.
- イ Kaori and her friends took a No. 201 bus because she thought they could get to Kinkakuji earlier.
- ウ The bus driver stopped the bus and told Kaori and her friends how to get to Kinkakuji.
- エ Kaori and her friends got off the bus and walked to the temple with an old woman.

問5 次の英文は香織が行ったスピーチの最後の部分である。文中の(①)～(③)に入る最も適切な英語を1語ずつ書け。なお、あとの注を参考にせよ。

I remember the thing the old woman did for us. Now I know how people in trouble feel when they are (①) by the people around them. I also remember the words the driver and my friends said to me. Those words still (②) me happy now. I want to become a person like the old woman, the driver and my friends. So, if there are people in trouble around me, I will be (③) to them.

注 people in trouble 困っている人達

◆ 解答用紙 ◆

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

◆ 問題 ◆ 19 - 3 - 61

次のヒロ (Hiro) とケン (Ken) の会話を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。
(長崎県 2007 年度)

Hiro: Where are you going? Ken: I'm going to the library. I have to give a book back today. Hiro: I see. ① <u>Can (show / you / me / have / the book / you / read) ?</u> Ken: Sure. Hiro: Thanks. Oh, I read this book last month, too. It was very interesting. Do you often go to the library? Ken: Yes, I do. I often borrow books from the library. But my sister likes buying books at stores. How about you? ② <u>Which do you like better, borrowing books or buying books?</u> Hiro: <input style="width: 100px; height: 15px;" type="text"/>
注 borrow ～を借りる

問1 下線部(1)の意味が通るように、()内の語句を並べかえよ。

問2 会話中の には下線部(2)に対する答えの文が入る。答えを自由に考え、理由を含めて10語以上の英文で書け。ただし、2文になってもかまわない。

◆ 解答用紙 ◆

問1	
問2	

◆ 問題 ◆ 19 - 3 - 62

次の英文は、中学生のけん君と近くに住む留学生の Jim 君との対話です。「清掃活動の連絡」と英文をもとにして次の問1～問3 の問いに答えなさい。

(大分県 2007年度)

清掃活動の連絡

クラス清掃活動について

- 1 期 日 8月26日
- 2 場 所 日の出公園
- 3 集合時刻 午前11時00分
10分後に清掃開始
- 4 活動内容 公園の清掃
- 5 終了時刻 正午

Ken: You asked me about *volunteer activities in *Oita Prefecture, Jim. Here is a *guidebook about them.

Jim: Thank you very much. Can I read it now?

Ken: Yes. So you can enjoy reading it. Please look at this part.

Jim: Oh, there are many kinds of volunteer activities in Oita. The “*Zero Trash Oita Campaign” is very interesting, isn't it? When did it start?

Ken: It started four years ago. It is very famous in our prefecture.

Jim: What do people do in the *campaign?

Ken: They clean up the streets ②(ア our city イ keep ウ clean エ to).

Jim: Oh, I see. Has your school ever joined the campaign?

Ken: Yes, of course. We have joined some activities *before. And we have a new plan. On (①) 26, our class will clean up Hinode Park. We will start cleaning at (②) ten in the morning.

Jim: How long will you clean up the park?

Ken: For fifty (③). It is very important for us to join some activities for our city and for other people.

Jim: I think so too. Can I join you?

Ken: Of course, you can. I want many people to join our activity then. I ③ (ア become イ our city ウ believe エ will) the cleanest in Japan.

注 volunteer activities ボランティア活動 Oita Prefecture 大分県
 guidebook ガイドブック Zero Trash Oita Campaign ごみゼロおおいた作戦
 campaign キャンペーン before 以前

- 問1 に、「それは英語で書かれている」ということを表す内容を英語で書きなさい。
- 問2 (①) ~ (③) にそれぞれ適切な英語 1 語を書きなさい。ただし、数字を用いてはいけません。
- 問3 ②, ③の () 内のア～エを意味の通るように並べかえ、その符号を順に書きなさい。

◆ 解答用紙 ◆

問1				
問2	①	②	③	
問3	②			
	③			

◆ 問題 ◆ 19 - 3 - 63

次は、高校生の隆と留学生のエレンとの会話である。問1～問3の問いに答えなさい。

(熊本県 2007年度)

Takashi : Ellen, how do you like your homestay in Kumamoto ?
 Ellen : I'm glad to stay in Kumamoto because everyone is really kind and wonderful.
 Takashi : Really ? Have you had any good experiences ?
 Ellen : Yes. When I went to the department store last Saturday, I lost my bag. ①It was a present 【 ア 】 I was very sad.
 Takashi : (1) Did you find it ?
 Ellen : Yes. A kind woman helped me. She took me to the office of the department store. She said to a person there, "She lost her bag." I was really surprised to find my bag in the office. Someone found it and took it there.
 Takashi : That's a good story. Who found your bag ?
 Ellen : (2) The person in the office said, "Someone left your bag at the office without telling his name." I was happy to know there was a kind person in Kumamoto.
 Takashi : I'm glad to hear that. I had a similar experience.
 Ellen : Oh, did you ?
 Takashi : Yes. Last year, I went to a bookstore by bike and I lost my bike key.
 Ellen : What did you do ?
 Takashi : I looked for it for thirty minutes. A So I had to walk for an hour to get home and I was very tired. Then I learned that a police officer called my house because a man found my key on the street. He took it to the police officer.
 Ellen : Wonderful. ②How did he know 【 イ 】 ?
 Takashi : The key had a little tag with my name and address.
 Ellen : What did you do after that ?
 Takashi : From the police officer, I learned his name, address, and phone number. B
 Ellen : It's a nice story. I really think there are nice people in Japan.

注 homestay ホームステイ had have の過去形, 過去分詞 experience 経験
 lost なくした without ～ing ～しないで similar よく似た key かぎ
 tag 札 address 住所

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

- ア I don't think so. イ I don't know. ウ You're welcome.
 エ How about you ? オ Do you agree ? カ That's too bad.

問2 下線部①の【 ア 】にはaの語群から、下線部②の【 イ 】にはbの語群から、それぞれ必要な語を選び、あなたなりに英文を完成させなさい。

aの語群 【 father from gave me my 】

bの語群 【 it key the was your yours 】

問3 A , B に、会話が成り立つような英文を、それぞれ1文で自由に書きなさい。ただし、語数は3語以上とし、ピリオド(.), コンマ(,)などの符号は語数に含めないものとする。

◆ 解答用紙 ◆

問1	(1)		(2)	
問2	ア	It was a present .		
	イ	How did he know ?		
問3	A			
	B			

◆ 問題 ◆ 19 - 3 - 64

次の英文は、ブラウン先生が担当する授業で、高校生の太郎と由美が、水資源について発表したときのようなものである。よく読んで、問1～問4の問いに答えなさい。

(熊本県 2007年度)

Mr. Brown : Today we are going to think about a very important thing for us. It is water. Taro and Yumi are going to tell us about water.

Taro : Everyone, do you know how much water a Japanese person uses every day? Look at the graph. You will be surprised to know that a Japanese person uses about three hundred liters of water every day. Let's think about Kumamoto.

ア About sixty percent of the land is covered with trees and there are a lot of trees and water sources in many places. イ That means many of us can drink clean water. We are very happy to have clean water. We must keep it for the people in the future.

ウ Do you agree, Yumi?

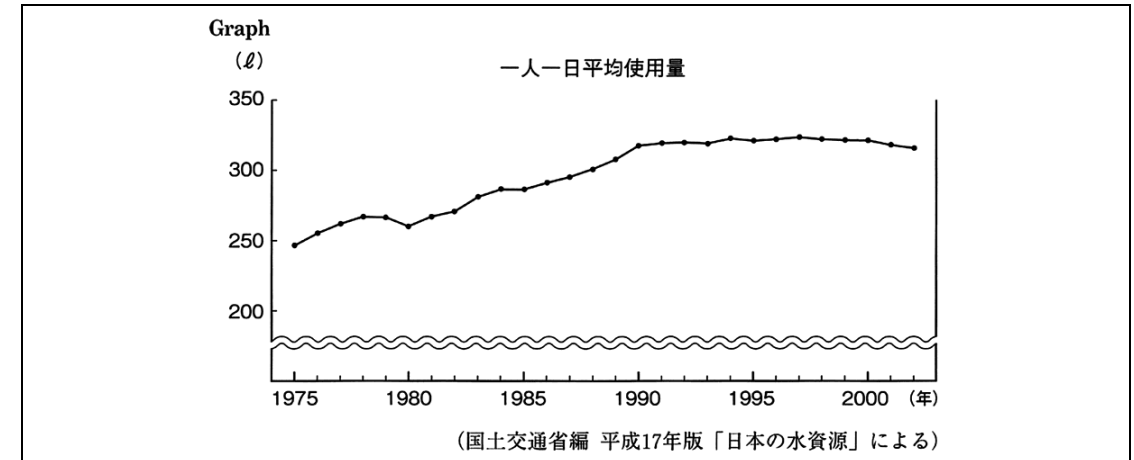
Yumi : I think so, too. We need water to live, and clean water is very important for our health. Do you know how people in the world get water every day? エ In some countries, some people buy clean water from other countries. I think we are happy to have clean water around us every day. オ But I worry about one thing. Now we are using much water. If all the people continue to use more water, there will not be enough water in the future. There are many things we can do to save water. Taro has a good idea. Will you tell us, Taro?

Taro : Sure. One of the good ways is to use rain water in houses and in offices. We have much rain in Japan every year. Now, rain water is not used very much. We can get a lot of water if we collect rain water falling on a garden or water coming down from the roof of a house. Then we can use more water. We need a tank to keep the rain water. After collecting it in the tank, we make it clean. The water is not good for drinking and cooking but it can be used in some other ways. For example, we use it for water closets and for flowers in the garden.

Mr. Brown : That's interesting. Taro has talked about a good way to save water. Do you have any ideas, Yumi?

Yumi : Well, I think there is another thing we can do to save water. Don't leave the water running when we are using it. For example, when we brush our teeth or ① .

Mr. Brown : Very good! You studied a lot about saving water. OK, one person can do only a small thing, but ② , we can do a great thing. Everything starts from one person.



注 graph グラフ liter リットル percent パーセント land 土地
 be covered with ～ ～でおおわれている water source 水源 future 未来
 health 健康 continue 続ける enough 十分な way 方法 rain 雨 fall 降る
 garden 庭 roof 屋根 tank タンク water closet 水洗便所 flower 花
 leave the water running 水を流しっぱなしにする

- 問1 次の文は、文中の ア ～ オ のどこに入れるのが最も適切か。記号で答えなさい。
 Some of them must take it from water sources like rivers and lakes, and sometimes the water is not very clean.
- 問2 下線部の内容について、具体的に日本語で書きなさい。
- 問3 ① に、あなたが考える具体的な例を英語で書きなさい。
- 問4 文中の ② に当てはまる英語を、4語以上で自由に書きなさい。

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 問題 ◆ 19 - 3 - 65

次の対話文は、理絵 (Rie)さんと留学生のジェニー (Jenny)さんが、「日向 (Hyuga)」と、「ひむか (Himuka)」ということばについて話をしているときのものです。(①)～(⑤)に最もよく当てはまる英文を、それぞれ下のア～キから1つ選び、記号で答えなさい。

(宮崎県 2007年度)

Jenny	: I heard "Hyuga" was the old name of Miyazaki. Is that true?
Rie	: Yes, it's true. (①)
Jenny	: No, I don't.
Rie	: Look at each *kanji of "Hyuga". The kanji on the left means the sun, and that on the right means *facing.
Jenny	: I see. So "Hyuga" means facing the sun, right?
Rie	: That's right. (②)
Jenny	: Yes, I have. The word "Himuka" is used in many places, isn't it?
Rie	: Yes, it is. The kanji of "Hyuga" was read as "Himuka" in old days.
Jenny	: Do you think that "Hyuga" comes from the word "Himuka" ?
Rie	: Yes, I think so.
Jenny	: I can understand why people some times call Miyazaki "Himuka". Miyazaki is a nice place that has many sunny days all through the year.
Rie	: (③)
Jenny	: Really? That's nice.
Rie	: By the way, many Japanese people are interested in *solar energy. It's one kind of clean energy.
Jenny	: (④)
Rie	: Many people in Miyazaki are becoming interested in it too. I hear there are some schools with *solar panels in Miyazaki. (⑤)
Jenny	: That's wonderful. I think people in Miyazaki should get more energy from the sun.
Rie	: I agree, Jenny.
注 kanji 漢字 face 向かう solar 太陽の solar panel ソーラーパネル	

- ア How long have you lived in Miyazaki?
- イ How about people in Miyazaki?
- ウ This is one environmental problem.
- エ Do you know what "Hyuga" means?
- オ Have you ever heard the word "Himuka"?
- カ We can also see many houses with them.
- キ In 2004, Miyazaki had the most sunny days in Japan

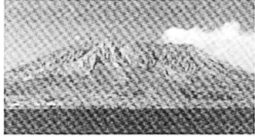
◆ 解答用紙 ◆

①		②	
③		④	
⑤			

◆ 問題 ◆ 19 - 3 - 66

中学生の Ryota は、ALT の Lee 先生と冬休み後に話をしました。次は、そのときの二人の対話文です。これを読んで、下の問1～問5の問いに答えなさい。

(鹿児島県 2007年度)

<p>Ryota : What did you do during your winter vacation, Mr. Lee ?</p> <p>Mr. Lee : On New Year's Day, I went to a sports park early in the morning and ran with a lot of people. When I was running, I saw the beautiful morning sun. I thought, ① <u>This year will</u></p> <p style="text-align: center;"><u>be a good one.</u>" Then, I went to a hot spring* near my house. When I was taking a bath, I could see Mt. Sakurajima very well. I felt so happy.</p> <p>Ryota : Oh, you had a very good time. We have many hot springs because there are some volcanoes* in Kagoshima. Do you have any volcanoes in your country ?</p> <p>Mr. Lee : Yes, but there are no volcanoes next to big cities like Kagoshima. I don't like the ash* from the volcano, but I am very ② to see such a beautiful volcano and enjoy the hot springs every day.</p> <p>Ryota : My grandfather living in Sakurajima told me ③ <u>other good things about it.</u> For example, people there can get a special kind of small orange. Also, they can use the ash when they make beautiful coffee cups.</p> <p>Mr. Lee : Really? The ash is not so bad.</p> <p>Ryota : That's right. The activities of Mt. Sakurajima sometimes make problems, but we love it very much. It's always in our hearts.</p> <p>Mr. Lee : Oh, I see. ④ I want to know more about Mt. Sakurajima.</p> <p>Ryota : OK. Let's go and ask my grandfather about it next Sunday.</p>	 <p>桜島</p>
<p>注 hot spring 温泉 volcano(es) 火山 ash 灰</p>	

問1 Lee 先生は、何を見て、下線部①のように思ったか。本文中から見つけ、英語4語で書け。

問2 ② に最もよくあてはまる英語を、本文中から1語抜き出して書け。

問3 下線部③の具体例を本文中から二つ見つけ、日本語で書け。

問4 ④ に最もよくあてはまるものを下のア～エの中から一つ選び、その記号を書け。

- ア People have lived together with the volcano for many years.
- イ It is very hard to live near the volcano for many years.
- ウ It is always easy to learn about the activities of the volcano.
- エ We can know everything about the activities of the volcano.

問5 下のア～ウの中から本文の内容に合っているものを一つ選び、その記号を書け。

- ア Mr. Lee was surprised to see the ash from Mt. Sakurajima when he was running.
- イ Mr. Lee said that his country has a volcano like Mt. Sakurajima near a big city.
- ウ Mr. Lee became more interested in Mt. Sakurajima after talking about it.

◆ 解答用紙 ◆

問1	
問2	
問3	<p>・</p> <hr style="border: 0.5px solid black;"/> <p>・</p>
問4	
問5	