

2003 (平成 15) 年度 実施

長文読解Ⅱ 説明文・物語文・スピーチ文・その他 ー 内容把握

◆ 問題 ◆ 15 - 4 - 1

次の英文は、天気に関することわざ(weather proverb)について述べたものです。これを読んで、問いに答えなさい。

(北海道 2003 年度)

There are a lot of old weather proverbs in the world. Long ago, people watched the skies and animals carefully and made many weather proverbs. Some people wanted to know when they should go to the sea to catch fish. For these people, weather proverbs were very useful.

Have you ever heard any weather proverbs ?

One of the most popular proverbs in Japan says, ①"If the west sky in the evening is red, the weather will be nice the next day. If the east sky in the morning is red, it will rain that day." This proverb is often said by people who live in the Temperate Zone of the earth, too.

In fact, the red sky in the west in the evening means that the weather in the west is nice. In the Temperate Zone, the weather often moves from west to east because of strong winds from the west. ②So if the west sky is red in the evening, you can say you will have good weather the next day. In the same way, if the east sky is red in the morning, nice weather may go away and bad weather may come from the west. So you can say it may rain that day.

Another proverb in Japan says, "If a kite flies high in the sky, the weather will be A . If a kite flies low in the sky, it will be B ."

Some people say, "When the weather is good, a kite often flies high in the sky. ③It (for / kite / easy / is / find / a / to) something to eat from there. When the weather is bad, it is sometimes misty. So a kite can not see well, and it flies low to find food."

There are many other weather proverbs in different places of the world. Proverbs are sometimes wrong. But it is interesting to learn the workings of nature from proverbs.

注 sky(skies) 空 west 西, 西の east 東, 東の Temperate Zone 温帯
 in fact 実際, 実は wind 風 kite トビ(鳥の名) low 低い, 低く
 misty 霧のかかった the workings of nature 自然の仕組み

問1 本文の内容に合うように、次の対話文の に入る適当な英語を書きなさい。

"How did people make weather proverbs ?"

"People made weather proverbs by ."

問2 線①のことわざが表している内容として、最も適当なものをア～エから選びなさい。

- ア 夕焼けの時は次の日天気が良くなり、朝焼けの時はその日天気が悪くなる。
- イ 夕焼けの時は次の日天気が良くなり、朝焼けの時はその日天気が良くなる。
- ウ 夕焼けの時は次の日天気が悪くなり、朝焼けの時はその日天気が良くなる。
- エ 夕焼けの時は次の日天気が悪くなり、朝焼けの時はその日天気が悪くなる。

問3 線②のように言うことができる理由として、ふさわしいものをア～エから選びなさい。

- ア Because strong winds will bring good weather from the east.
- イ Because strong winds will bring bad weather from the west.
- ウ Because strong winds will bring good weather from the west.
- エ Because strong winds will bring bad weather from the east.

問4 本文の内容から考えて、 A , B に入る適当な1語を、本文中から選んでそれぞれ書きなさい。

問5 線③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6 AさんとB君が夕焼けを見て、次のような会話をしています。B君になったつもりで、次の対話文の に入る英文を、5語以上で自由に書きなさい。

Aさん : Look ! The sky in the west is red and beautiful.

B 君 : Yes, it is. We will have good weather tomorrow.

Aさん : Tomorrow is Sunday, isn't it ? What are you going to do tomorrow ?

B 君 :

◆ 解答用紙 ◆

問1		
問2		
問3		
問4	A	
	B	
問5	It something to eat from there.	
問6		

◆ 問題 ◆ 15 - 4 - 2

次の英文は、北海道の高校で学んでいる留学生のシンディ(Cindy)が、アメリカの友だちに送った手紙の一部です。これを読んで、問いに答えなさい。

(北海道 2003 年度)

I arrived in Hokkaido two weeks ago. My school in Japan is wonderful! I can't speak Japanese well yet, but I've made friends with many students at this school. I read some books about Japan before I came here. But many things about Japanese school life are new to me.

For example, an interesting thing happened at lunch time on my first day at this school. After the fourth class finished, suddenly my classmates began to eat lunch in our classroom! And they put their lunch boxes on their own desks! I couldn't believe it. So I asked my friend, Shiori, "Aren't your desks for studying?" She looked a little surprised and answered, ①"Of course they are." But we use them when we eat lunch, too. Why do you ask?"

Another interesting one happened after school that day. After we finished our last class, some students started to clean the classroom. ②That also made me surprised. Because our school in America has cleaning staff, students and teachers don't have to clean. The next day, I cleaned my classroom with my classmates for the first time. After cleaning with them, I felt good. I think that it's good for students to clean the places that they use.

Lastly, we have our school trip for five days next month. You may also be interested in this because our school in America doesn't have such a long trip. I'm very happy because I will go to Kyoto, Tokyo and other places in Japan. Now my classmates and I often talk about our school trip. It is interesting to plan what places we will visit in Kyoto. I want to see some famous places and old Japanese buildings with my own eyes.

I sometimes feel that there are many differences between Japan and America. So, my life in Japan is very exciting every day. I will tell you about my school trip next time.

注 happen 起こる suddenly 突然 classmate(s) 同級生 believe ～ ～を信じる
cleaning staff 清掃を行う人たち lastly 最後に difference(s) 違い

問1 _____線①で、しおり(Shiori)が述べているのは具体的にどのようなことですか、最も適切なものをア～エから選びなさい。

- ア 机は、勉強をするためのものだということ
- イ 机は、食事をするためのものだということ
- ウ 同級生は、質問に驚いたということ
- エ 同級生は、勉強中だということ

問2 _____線②の示す内容を、具体的に日本語で書きなさい。

問3 本文の内容に合うように、次の対話文の に入る適切な1語をそれぞれ書きなさい。

(1) Shiori : Why don't the students at your school in America clean their classrooms?

Cindy : Because there are some people the classrooms.

(2) Shiori : How do you like your school life here?

Cindy : It's very exciting. My isn't good yet, but I'm happy I've made friends with many students.

問4 次の(1), (2)の後に続く表現を、本文の内容と合うようにア～エからそれぞれ選びなさい。

(1) On the first day at the school, Cindy was very surprised that

- ア her classmates studied in their classroom during lunch.
- イ her classmates began to clean their desks before lunch.
- ウ the students in her class moved to another room after lunch.
- エ the students in her class had lunch at their desks.

(2) Cindy is happy about her school trip next month

- ア because she has to find some differences between Kyoto and Tokyo.
- イ because she hopes to see some famous places in Japan with her own eyes.
- ウ because she likes to plan where to visit in America with her classmates.
- エ because she enjoys talking with her classmates about school life in America.

問5 次の(1), (2)の場合、あなたは相手にどのように言いますか、それぞれ英語で書きなさい。

- (1) 北海道で行ってみたいところはどこかをたずねるとき
- (2) 相手の学校生活について教えてほしいとき

◆ 解答用紙 ◆

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

◆ 問題 ◆ 15 - 4 - 3

次の英文を読んで、あとの(1)~(4)に答えなさい。

(青森県 2003 年度)

Mr. and Mrs. Brown were enjoying their summer vacation with their two children, Kevin and Susie, at a beautiful beach. There were a lot of hotels on the beach and thousands of people were enjoying their vacations there. The Brown family was staying at the biggest hotel on the beach and they wanted the room on the twentieth floor, because they knew that the view from the twentieth floor was wonderful. The room was large and clean. Their two children also liked to use the elevators. So all of them liked the room very much.

On the third day at the hotel, when they got up at eight it was a very fine day. They went swimming for two hours in the morning, went to town and did some shopping in the afternoon, and in the evening they had dinner at a restaurant near the hotel. It was an exciting day for all of them, but when they got to the hotel it was already nine o'clock and they were very tired.

At the hotel they were very surprised, because the elevators were broken and they could not use them. Mr. Brown asked the clerk, "When can we use the elevator to go up to our room?" And the answer was, "I'm very sorry, but I don't know." Mr. and Mrs. Brown thought and thought. Finally they decided to climb the stairs to the twentieth floor although the two children looked very tired and sleepy.

It was a long way, so Mrs. Brown said, "Let's do something interesting while we are walking up. From here to the fifth floor I will tell you some funny stories. From the fifth to the fifteenth Kevin and Susie can sing some songs. From the fifteenth to the twentieth Dad will tell us some sad stories."

On their way to the fifth floor they laughed and laughed, because Mrs. Brown's stories were so funny. From the fifth floor they started singing together. At the fifteenth floor, they stopped singing, and Mr. Brown began to tell a sad story. Suddenly he stopped walking. "I'll tell you the saddest story first," he said. "I left the room key on the first floor!"

注 floor 階 view 眺め elevator(s) エレベーター exciting わくわくする
 were very surprised とても驚いた were broken 故障していた clerk 従業員
 finally 最後に climb 登る stairs 階段 although ~だけれども while ~の間
 funny おもしろい

(1) 次のア、イの問いの答えとして最も適切なものを、それぞれ1~4の中から一つ選び、その番号を書きなさい。

ア What time did the Brown family get up on the third day?

- 1 Eleven o'clock. 2 Nine o'clock. 3 Eight o'clock. 4 Two o'clock.

イ What kind of stories did Mrs. Brown tell from the first floor to the fifth floor?

- 1 Funny stories. 2 Old stories. 3 Sad stories. 4 Fine stories.

(2) 次のア~ウの英文に続けるのに最も適切なものを、それぞれ1~4の中から一つ選び、その番号を書きなさい。

ア The Brown family liked their room very much,

- 1 because it was large and clean and on the first floor.
 2 because it was large and clean and had a wonderful view.
 3 because the view was wonderful and very silent in summer.
 4 because the view was wonderful and they liked to climb up the stairs.

イ On the third day the Brown family

- 1 went shopping because it was too cold to go swimming.
 2 went shopping in the afternoon and came back to the hotel for dinner.
 3 went out in the afternoon and had dinner at a restaurant near the hotel.
 4 went swimming in the morning and had dinner at a restaurant in the hotel.

ウ The Brown family decided to take the stairs,

- 1 because the elevators were broken and they were not very tired.
 2 because they came back too late and there was no clerk by the elevators.
 3 because the clerk in the hotel said that the stairs are large and clean.
 4 because the elevators did not work and they did not want to wait long.

(3) 次の英文が本文の内容と合うように、 ~ に入る最も適切な語を、下の語群の中から、それぞれ一語選んで書きなさい。

The Brown family stayed at a big hotel on their summer vacation. Their room was on the floor, and they liked the room. On the third day, when they went to the hotel, they were told that they could not use the elevators. So they had to use the stairs. They were very tired, so Mrs. Brown wanted to do something fun. First she her stories. Then the two children sang songs with their parents. On the fifteenth floor, Mr. Brown began to tell a sad story. Then he an important thing and said, "I left the key on the first floor!"

語群

(4) お父さんのブラウンさんの話がなぜ “the saddest story” なのか, その説明として正しいものを, 次の1～4の中から一つ選び, その番号を書きなさい。

- 1 Because no one knew any interesting stories to tell.
- 2 Because someone had to go down to the first floor to get the key.
- 3 Because someone had to go up to the thirtieth floor to get the room key.
- 4 Because no one could eat dinner that evening and they were very hungry.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 15 - 4 - 4

次の文章は、昔のアメリカの小さな町の図書館女性職員 (library lady) と、四人の幼い姉妹の物語の一部です。これを読んで、あとの(1)~(3)の問いに答えなさい。

(岩手県 2003 年度)

One Friday afternoon, Sarah came home late. She walked in and fell down on the bed. "She is crying!" the youngest sister Elizabeth shouted. The family got together around Sarah. "What happened, Sarah?" said her father. She was still crying, but at last she began to explain. "I dropped* my book in a puddle*. No one can read it now."

The sisters looked at her book. "Is this really the book you borrowed last week?" Sarah's younger sister Ann shouted.

"Yes.... On my way home, the book slipped out of* my hand into a puddle. I picked it up* quickly, but it was too late. What shall I do?" Sarah said.

Her father understood her feelings well. He said to Sarah, "I know you didn't do it on purpose*. But you must go to the library and explain how it happened."

Sarah didn't answer for a while, but at last she said to her father,

"I'm sure the lady will understand, Sarah," the oldest sister Lisa said. Their father smiled and said, "Now, go and see the library lady."

At the library, all four girls stood in front of the library lady. The lady looked at them and said, "Hi, girls, did you enjoy your books?"

"Yes..., I loved my book. But I'm sorry no one can read it now..." said Sarah.

"What do you mean?" said the lady.

Sarah explained the whole story. Then she said, "Father gives me seven cents* every week. So, I'll bring that money every week."

Then Lisa said, "Can I help her? I'll bring my money, too."

"I'll bring five cents every week," said Ann.

"Me, too," said Elizabeth.

When Sarah heard their words, she felt very happy.

The lady looked at their faces for a while and then said, "O. K., I understand what happened, and I have a good idea for you. Each of you can pay* one cent for the library book every week for a month."

"But that is not enough for the book," said the little girls.

"That's O. K. Don't worry." The lady smiled and said, "Come on, why don't you borrow some books today?"

"Can Sarah borrow a book, too?" Ann asked.

"Of course, she can. Now, get your books," said the lady.

The sisters were very happy.	
When the girls were choosing their favorite books, the lady was smiling. And she thought, "It's wonderful for the sisters to help each other."	
drop 落とす	puddle 水たまり
slip out of ~からすべり落ちる	
pick ~ up ~を拾い上げる	
on purpose わざと	
cent(s) セント (貨幣の単位, 1セントは1ドルの100分の1)	pay 支払う

(1) 文中の に入る最も適当なものを、次のア~エのうちから一つ選び、その記号を書きなさい。

- ア "I'll tell the library lady about this book."
- イ "I want you to come with me to borrow a book."
- ウ "I'll ask the library lady to show me another book."
- エ "I'd like to stay home to read the library book today."

(2) 文中の下線部 When Sarah heard their words, she felt very happy. について、サラが姉や妹の言葉を聞いたとき、うれしい気持ちになったのはなぜですか。日本語で簡単に書きなさい。

(3) 次のア~エのうち、本文の内容と合っているものはどれですか。一つ選び、その記号を書きなさい。

- ア Sarah dropped a book when she fell down on the bed.
- イ Sarah's father went to the library to pay money for the book.
- ウ Sarah's sisters said that no one could read the library book.
- エ The library lady said Sarah could borrow a book from the library.

◆ 解答用紙 ◆

(1)	<input type="text"/>
(2)	<input type="text"/>
(3)	<input type="text"/>

◆ 問題 ◆ 15 - 4 - 5

次の英文は、中学生の仁美のある日のできごとについて書かれたものです。この英文を読んで、あとの1～6の問いに答えなさい。

(宮城県 2003 年度)

One day, at the station, Hitomi saw a man who had a big bag in his hand. ①He was saying something to people in English. But they just said in Japanese, "I can't explain it in English," and walked away.

Hitomi became a little sad. She wanted to help him. So she said, "Excuse me. Are you in trouble?"

"Yes," the man answered. "I want to go to the Aoba Computer Company. Would you tell me the way to the company? Do you know where it is?"

"Oh, it's near my house," answered Hitomi. "I'm going back home now. Please come with me."

They began to walk to the company. "②(does / take / long / it / how)?" he asked.

"About ten minutes. ③" Hitomi asked.

"I'm from India."

"What's the purpose of your visit?"

"To make new computer software for the company."

"Wow! You're a computer software engineer. I'm learning how to use a computer at school and I like it. Are there many computer engineers in India?" she asked.

"Yes. The IT industry is very important in my country. Young people in big cities are studying computers very hard. Many good engineers are working in India and in other countries. The Aoba Computer Company wanted me to come to Japan."

"That's great. Please tell me more about your country."

"O.K. Do you know there are eighteen major languages in India?"

"Eighteen major languages?" Hitomi was surprised.

"There are also hundreds of other languages. So we need common languages to talk with each other. English is commonly used. I speak Hindi and English."

"I didn't know English is so useful in India. I'd like to visit your country someday."

"I'm glad (④)," he said.

When they arrived at the company, he said to Hitomi, "You're very kind. Thank you very much."

She smiled and said, "(⑤). Have a nice day."

注 company 会社 India インド software ソフトウェア engineer エンジニア
IT (Information Technology) industry 情報技術産業 major language 主要言語
commonly 広く一般に Hindi ヒンディー語

1 下線部①について、その男性は何を知りたくて、まわりの人々に話しかけていたのですか。その内容を日本語で書きなさい。

2 下線部②の () 内の語を正しく並べかえ、英文を完成させなさい。ただし、文頭に置く語の最初の文字も小文字にしてあります。

3 本文中の ③ に入る適切な英文を書きなさい。

4 本文中の (④), (⑤) に入る最も適切なものを、それぞれ次のア～ウから1つ選び、記号で答えなさい。

- ④ ア you're interested in my country
- イ you've visited my country
- ウ you can speak Hindi and English

- ⑤ ア You learned a lot
- イ You're welcome
- ウ You should say that

5 本文の内容に合う英文を、次のア～オから2つ選び、記号で答えなさい。

- ア When Hitomi saw the engineer at the station, she was going to school to study computers.
- イ The engineer came to Japan because a computer company wanted him to make new software.
- ウ Young people in India can speak eighteen languages to work in other countries.
- エ Hitomi asked the engineer, "How many languages are there in India?"
- オ The engineer got to the computer company because Hitomi went there with him.

6 次の英文は、仁美がこの日のできごとを英語の授業で発表したものです。(⑥), (⑦), (⑨) には、本文の内容に合うように、それぞれあとのア～カから適切な語を1つ選び、記号で答えなさい。また、⑧ には、仁美がどのようなことを述べたか自由に想像して、適切な英文を1文書きなさい。

I helped a man from India. He wanted to go to a computer company. So I (⑥) him to the company. On the way we talked a lot about India. I learned that the IT industry is very (⑦) in his country. I also learned that English is useful there. ⑧

I'd like to go to India in the (⑨)

- ア told
- イ interesting
- ウ took
- エ future
- オ important
- カ country

◆ 解答用紙 ◆

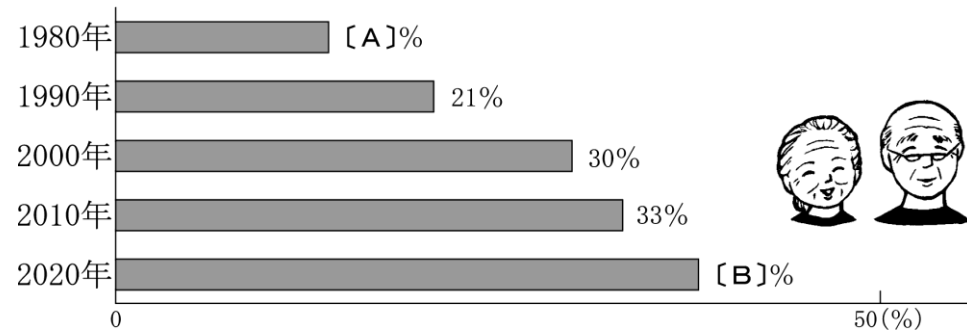
1			
2	?		
3			
4	④		⑤
5			
6	⑥		⑦
	⑧		
	⑨		

◆ 問題 ◆ 15 - 4 - 6

次は、ある中学生が「高齢社会 (aging society)」というテーマで、自分が住む町の状況をグラフ (graph) で示しながらスピーチをしているところです。(1)~(5)の問いに答えなさい。

(秋田県 2003 年度)

私たちの町の高齢者(65歳以上)人口比率の推移 (2010年と2020年は推計値)



This graph shows what *percent of people are 65 and *over in our town. In 1980, fourteen percent of people were 65 and over. The *percentage is becoming larger. In this graph, it became over twenty percent for the first time in (①). It will come up to almost forty percent in 2020. We have already had an aging society. We should do something for our society. I would (②) to tell you what I'm thinking about our town.

An old man near my house sometimes says, "The hospitals and shops are far from my house. There are [people / this / many / problem / worrying about]." We need to think about a better *transportation system.

I often go out with my *grandmother. She uses a *wheelchair. Sometimes I find some dangerous places for wheelchairs. I want to study how to make them safer.

We have to talk about the ways to make a better town in our aging society.

注 percent パーセント over 以上 percentage 割合
 transportation system 交通システム grandmother 祖母 wheelchair 車いす

(1) グラフの [A] と [B] にあてはまるものを、次のア～オからそれぞれ一つずつ選んで記号を書きなさい。

- ア 14 イ 15 ウ 18 エ 38 オ 42

(2) ①にあてはまる年を、グラフの中から選んでその数字を書きなさい。

(3) ②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 say イ like ウ take エ teach

(4) 下線部が「この問題について悩んでいる人々がたくさんいる。」という意味になるように、[]内の英語を並べかえ、英文を完成させなさい。

(5) グラフや本文の内容と一致しているものを、次のア～エから一つ選んで記号を書きなさい。

- ア The percentage in the graph has become smaller since 1980.
 イ The percentage in the graph does not change after 2000.
 ウ This student hopes his town will be better for old people.
 エ This student thinks his town is already good enough for old people now.

◆ 解答用紙 ◆

(1)	[A]		[B]	
(2)				
(3)				
(4)	There are [].			
(5)				

◆ 問題 ◆ 15 - 4 - 7

明美 (Akemi) さんが書いた次の英文を読んで、あとの問いに答えなさい。

(山形県 2003 年度)

One day when I came back home, I found a picture on the table. In that picture a boy and a girl were smiling. The boy had a soccer ball in his hands, and the girl was wearing a cute *dress. When I looked at ①the picture carefully, I was *surprised. The dress was mine ! It had a *ribbon that I made with my mother's help. It was my favorite dress. I went to my mother and said, "②Why did you send my dress away?" My mother answered, "The dress is too small for you now. Do you still need it?"

I have an uncle who lives in Africa. He works for poor people there. My mother sometimes sends him things that she does not need. Then he gives these things to poor people there. The picture was sent to my mother with a thank-you letter by him. "Why is he doing such a *job?" I often thought.

I could not forget about the dress for some time. A few days later I looked at the picture again. The girl looked really happy. Her eyes were *shining. My mother came to me and said, "When you first wore the dress, you looked so happy. You looked just like her." My parents bought the dress for me two years ago. I was very glad at that time and I always wore it when I went out with my family. Soon I understood how the girl in the picture was feeling. "③It's better for the dress to be there than to be here." I thought, "I cannot wear it *any more, but it is useful to someone else."

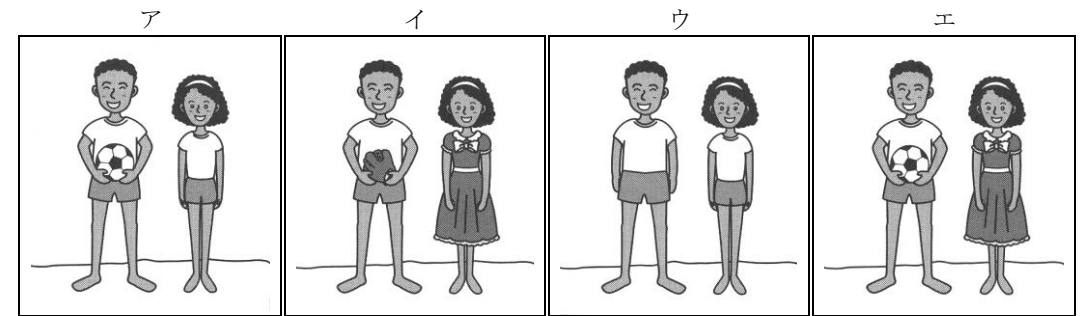
We have many things around us in Japan, but in some countries there are many people who cannot *even buy things like dresses. They need help. ④In the future I want to go to such countries and work for these people. Then I can see their happy faces with my *own eyes. Now I understand why my uncle decided to do his job. I hope I can meet the girl in the picture and talk to her someday.

注
 dress(es) ドレス surprised 驚いて ribbon リボン job 仕事
 shining ← shine 輝く any more もはや even ~ ~さえ own 自分自身の

1 次の問いに英語で答えなさい。

- (1) Did Akemi's mother help Akemi when she made the ribbon for the dress?
- (2) Who sent the picture to Akemi's mother?
- (3) When did Akemi's parents buy the dress for her?

2 下線部① the picture とはどのようなものであったと考えられますか。下のア～エから正しいものを一つ選び、記号で答えなさい。



3 下線部②と言ったときの、明美さんの気持ちを最もよく表しているものを、次のア～エから一選び、記号で答えなさい。

- ア I'm afraid that the dress is too small for the girl.
- イ I want to know who sent the dress to Africa. Please tell me.
- ウ I'm not happy because my mother sent my dress without saying anything to me.
- エ I'm glad because I wanted to give the dress to someone else.

4 本文の内容から、明美さんの「ドレス」は、どのような経路をたどったと考えられますか。次のア～エから正しいものを一つ選び、記号で答えなさい。

- ア 明美さんの母 → 明美さんのおじ → アフリカの少女
- イ アフリカの少女 → 明美さんのおじ → 明美さん
- ウ 明美さんの母 → アフリカの少女 → 明美さんのおじ
- エ 明美さんのおじ → 明美さんの母 → アフリカの少女

5 明美さんが、下線部③のように判断したのはどのような考えからですか。日本語で書きなさい。

6 本文の内容に合うものを、次のア～オから二つ選び、記号で答えなさい。

- ア Akemi was surprised because the boy in the picture was wearing Akemi's T-shirt.
- イ When Akemi first wore the dress, she looked as happy as the girl in the picture.
- ウ Akemi still wears the dress when she goes out with her family.
- エ The girl in the picture was happy when she met Akemi.
- オ Now Akemi understands why her uncle chose his job.

7 下線部④について、あなたが明美さんなら、このような国に行って具体的にどんなことをしてみたいですか。英文1文で書きなさい。

◆ 解答用紙 ◆

1	(1)		
	(2)		
	(3)		
2			
3			
4			
5			
6			
7			

◆ 問題 ◆ 15 - 4 - 8

次の英文は、健 (Ken) が授業でスピーチをした時の原稿です。(1)~(3)の問いに答えなさい。
(福島県 2003 年度)

Today I'd like to talk about names. You know my name is Ken Yamakawa. My parents gave me my first name, Ken. When I was born, I was small and weak. My parents wanted me to be *healthy and *chose my name. When I was in elementary school, I learned its meaning.

The meaning of my last name, Yamakawa, is very simple for us. But it has a long history, and about sixty-six thousand people have this last name in Japan. I learned about it on the Internet.

Then I also *got interested in *foreign names. So I asked our English teacher, Mr. Robert Fisher, about his name. First he told me about his first name. He said, "Robert means famous and *glorious." He is often called Bob by his family and his friends, because Bob is a *nickname for Robert. When American people make friends with each other, they often call their friends by their nicknames.

Then he told me about his last name, Fisher. A fisher is the man who catches and sells fish. So Fisher comes from the name of a *job. There are other last names that come from the names of places. For example, Washington and Newton are from the names of places.

It is interesting for me to know about names. I want to learn more about the meanings of foreign names.

*Lastly, I'll tell you about the meaning of my first name again. My parents wanted me to be healthy when they gave me my first name. So I'd like to () and *mind. Thank you.

注 healthy 健康な chose ~を選んだ got interested in ~に興味を持った
foreign 外国の glorious 輝かしい nickname 愛称 job 仕事
lastly 最後に mind 心

(1) 次の質問に英語で答えなさい。

When did Ken learn the meaning of his first name ?

(2) 次の会話は健と Fisher 先生の会話の一部です。英文を読み、①と②に入る最も適当なものを、ア～エの中から一つずつ選びなさい。

Ken: Mr. Fisher, please tell me another example of a nickname.

Mr. Sure. My sister's name is Elizabeth. We (①) her Beth. Beth is a nickname for

Fisher: Elizabeth.

Ken: Oh, really ? I didn't know about it. Well, how about another example of the last name that comes from the name of a (②) ?

Mr. London is. You know it comes from a very famous city in Britain.

Fisher:

Ken: That's interesting.

- | | | | |
|-----------|---------|----------|----------|
| ① ア talk | イ catch | ウ hear | エ call |
| ② ア place | イ job | ウ street | エ castle |

(3) ()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 help my warm parents
- イ play sports very hard
- ウ have a strong body
- エ get a lot of friends

◆ 解答用紙 ◆

(1)				
(2)	①		②	
(3)				

◆ 問題 ◆ 15 - 4 - 10

下の英文を読んで、次の(1)~(4)の問いに答えなさい。

(茨城県 2003 年度)

Daisuke was waiting for the train with his little sister, Yumi, at the station. He noticed a young woman from abroad. She was speaking to some people in English. He thought that she was in trouble.

Daisuke felt that she looked at him. He was a little surprised because she began walking to him. He had few *chances to talk with people from other countries. He looked down and then started to read a book. But Yumi was different.

The woman asked Yumi, "Excuse me. I would like to go to Tsukuba. Which train should I take?" Yumi was not afraid. "Tsukuba? Oh, yes, yes." She smiled and answered both in English and in Japanese with *gestures. But the woman couldn't understand very well. Yumi looked at Daisuke. At last he *decided to talk to the woman. "If you want to go to Tsukuba, you should take the train from here." "Oh, I see." "And then, please get off at Tsuchiura to take the bus for Tsukuba. I think we are going to take the same train." "Thank you very much," she answered with a smile. After a few minutes the train came and they all got on together.

Daisuke and Yumi talked a lot with the woman. When she was going to get off the train at Tsuchiura, the woman said, "Yumi, you are very kind to a stranger like me. I could get on the right train," and said to Daisuke, "Your English is very good. You should be proud of yourself."

Both Daisuke and Yumi felt very happy, but at the same time Daisuke said to himself. " She was in trouble. I should be more *positive like Yumi."

chance(s) 機会 gesture(s) ジェスチャー decided 決心した positive 積極的な

(1) 本文の内容に合う文を、次のア~コの中から3つ選んでその記号を書きなさい。

- ア Daisuke was waiting for his little sister at the station.
- イ The woman was having some trouble when Daisuke saw her first.
- ウ Daisuke walked to the woman to help her at the station.
- エ The woman wanted Daisuke and Yumi to go to Tsukuba with her.
- オ It was not easy for the woman to understand Yumi's answer.
- カ Yumi was not interested in talking with people from abroad.
- キ Daisuke, Yumi, and the woman took the train at Tsuchiura.
- ク Daisuke couldn't tell the woman how to get to Tsukuba.
- ケ Daisuke, Yumi, and the woman talked a lot in Japanese on the train.
- コ Daisuke and Yumi were happy to hear the woman's words on the train.

(2) 次の①, ②の質問にそれぞれ英語で答えなさい。

- ① What did Daisuke do when the woman walked to him?
- ② Why did the woman say Daisuke should be proud of himself?

(3) 本文中の下線部のように、この女性が Yumi をほめたのは、Yumi のどのような具体的な行動によるものか。25字以上、35字以内の日本語で書きなさい。ただし、句読点は字数に含むものとする。

(4) 本文中の に入る最も適切な文を、次のア~エの中から1つ選んで、その記号を書きなさい。

- ア Why didn't I speak to her first?
- イ Why didn't she speak to me first?
- ウ I should study English harder than Yumi.
- エ She should study Japanese harder in Japan.

◆ 解答用紙 ◆

(1)			
(2)	①		
	②		
(3)			
(4)			

◆ 問題 ◆ 15 - 4 - 11

次の英文を読んで、1, 2, 3, 4の問いに答えなさい。

(栃木県 2003年度)

Megumi was twelve years old and lived in a small village. At the end of July, her cousin, Makoto, and his family came to stay at her house. He was as old as Megumi and lived in Tokyo.

At first Megumi did not like Makoto very much because he was different from her in many ways. He always carried a camera and took a lot of pictures of birds, trees, and flowers. When he saw a beetle, for example, he got excited and cried, "This is a big one! I want to show it to my friends in Tokyo!" Then he took some pictures of it. Megumi did not understand why he always did that. To her, beetles were just beetles. Also, when they were talking, he often said, "What did you say? You have a strange accent, Megumi." When she heard that, she wanted to say, "Strange? I don't have a strange accent." But she did not say anything about it.

One day, when Megumi and Makoto were walking in the woods, Megumi found a beautiful flower.

"Oh, that's so pretty!" she cried and tried to pick it up.

"Stop it, Megumi," shouted Makoto. "Don't touch it! It's poisonous."

"Oh, really?" said Megumi. "You know a lot about flowers, Makoto. I didn't know it was poisonous.

Thank you for telling me."

Makoto was silent for a minute. Then he began to speak, "Sorry, Megumi. It isn't poisonous at all. I told you that because I didn't want you to pick it up." Then he took some pictures of the flower.

"Now I understand why you always take pictures of beetles but never catch them," said Megumi.

"Beetles and flowers are all part of nature, and we, too, are part of it, so we should be kind to everything living on Earth, Megumi," said Makoto.

"Oh, that's wonderful! I think I like you now," said Megumi.

"You mean you didn't like me before?" said Makoto.

"Well, I didn't," said Megumi with a smile. "You are very different from me and my friends in the village. But now I like you because you are different. My friends never gave me a wonderful idea like that."

注 village 村 cousin いとこ at first はじめは camera カメラ beetle カブトムシ
get excited 大騒ぎをする accent ことばのなまり woods 森 pick ~ up ~をつむ
touch 触れる poisonous 毒のある nature 自然 with a smile ほほえんで

- 1 次の の中の英文は、恵 (Megumi) が誠 (Makoto) に対してはじめにもっていた気持ちについて書かれた部分をまとめたものである。正しい内容となるように、(①) から (③) に入れるべき最も適切な英語を、本文中から1語ずつ抜き出して書きなさい。

Makoto did many things that were (①) from Megumi. For example, he liked to take (②). Also, he said that she spoke with a strange accent. So she did not (③) him so much at first.

- 2 森の中を歩いていたときに誠が恵に言っただけはどんなことだったか。日本語で具体的に書きなさい。
- 3 下線部の内容を日本語で具体的に書きなさい。
- 4 本文の内容と一致するのはどれか。二つ選びなさい。
- ア Makoto and his family came to Tokyo to stay at Megumi's house at the end of July.
 - イ When Makoto saw a big beetle, he took it home to show it to his friends in Tokyo.
 - ウ Megumi wanted to tell Makoto that she did not have a strange accent, but she did not say that.
 - エ Megumi did not believe that the flower was poisonous, so she quickly picked it up.
 - オ Makoto told Megumi to take some pictures of the flower before she picked it up.
 - カ When Megumi talked with Makoto in the woods, she understood why he never caught beetles.

◆ 解答用紙 ◆

1	①		②		③	
2						
3						
4						

◆ 問題 ◆ 15 - 4 - 12

次の英文を読んで、1, 2, 3の問いに答えなさい。

(栃木県 2003年度)

There is an interesting house which was invented by a Japanese architect. It is a paper house. Can people really live in a paper house? The answer is "Yes." A paper house is built with paper tubes. They are used for walls, doors, and windows. Paper becomes strong when it is rolled into paper tubes. So the paper house is strong enough. It is also warm enough. The heat doesn't go out of the paper house quickly because the paper tubes have air in them.

In fact, paper houses were used as temporary houses. After the Hanshin-Awaji Earthquake, a lot of people lost their houses, and needed temporary houses. The architect built the paper houses for those people with a lot of volunteers. He found two good things about his temporary houses. First, it was easy to build them and break them down. Second, he didn't need much money to build them.

The Japanese architect could help people in Kobe. Now he has more chances to help people. In many countries, a lot of people also need temporary houses. They have lost their houses because some problems happened in their countries. His paper houses can help those people.

注 invent 考案する architect 建築家 build 建てる (builtはその過去形・過去分詞形)
 paper tube 紙管 (厚紙を筒状にしたもの) wall 壁
 be rolled into ~ 巻かれて~となる heat 熱 in fact 実際に
 temporary house 仮設住宅 the Hansin-Awaji Earthquake 阪神淡路大震災

1 下の表は、人が紙の家に住める理由を本文に即してまとめたものである。(①), (②) に適切な日本語を入れなさい。

理由1	紙の家には、紙管が壁や (①)。紙が紙管になると強度が増し、紙の家も十分に強度のあるものとなる。
理由2	(②) ので、熱がすぐには逃げず、十分に暖かさを保てる。

2 阪神淡路大震災後、紙の家はどのような点が仮設住宅として有効であることがわかったか。本文中にあげられていることを日本語で二つ書きなさい。

3 本文中の には、第3段落のまとめとなる文が入る。最も適切なものはどれか。

- ア Paper houses were built by a Japanese architect because paper tubes are strong.
- イ Paper houses were built for people without houses by a lot of volunteers in Japan.
- ウ Paper houses invented by a Japanese architect will be more useful in Japan.
- エ Paper houses invented by a Japanese architect will go out to the world.

◆ 解答用紙 ◆

1	①	
	②	
2		
3		

◆ 問題 ◆ 15 - 4 - 13

次の英文を読んで、後の(1)~(4)の問いに答えなさい。

(群馬県 2003 年度)

One day, Akiko's English teacher, Mr. Nishida, said to his students, "We will have an *international understanding class next week. Some *Malaysian students are studying at one of the high schools in our city now. They will visit our school. You can learn about their *culture. Please talk in groups and write questions about their country in your notebooks." Akiko talked with Kazuo and Takuya.

The next week, three Malaysian students came to Akiko's class. They were two boys and a girl. Mr. Nishida said, "Let's start our international understanding class." First, Akiko and other students asked questions and learned a lot of things. For example, soccer is popular among Malaysian people, and *curry is their favorite food. Then, the Japanese students taught the Malaysian students some Japanese songs. The Malaysian students showed their *traditional dance. The Japanese students thought the dance was very beautiful, so they tried *hard to learn it. They enjoyed dancing with the Malaysian students. The Malaysian students told some stories about the dance. After that, one of the Malaysian boys said to Akiko, "I hear we can see traditional Japanese dances in *Noh and Kabuki. Do you know anything about them?" Akiko and other students told a few things about Noh and Kabuki, but they didn't know much about the dances.

The next day, the students in Akiko's class talked about the international understanding class. Kazuo said, "The Malaysian students spoke good English, so I *was surprised. I've learned that English is very important in their country." Takuya said, "They *explained their culture *confidently." Akiko said, "I wanted to explain our culture better. We should study more about our traditional things. In the next international understanding class, I want to tell people from other countries about Japanese culture confidently." Takuya said, "We should go to the school library to study about our traditional things." All the students in the class agreed. Mr. Nishida said, "Now you have learned that knowing our own culture is very important for international understanding."

注 international understanding 国際理解 Malaysian マレーシアの culture 文化
 curry カレー料理 traditional 伝統的な hard 一生懸命に Noh and Kabuki 能と歌舞伎
 be surprised 驚く explain ～ ～を説明する confidently 自信をもって

(1) 次の①, ②の答えを英語で書きなさい。

- ① What sport do Malaysian people like ?
- ② Why did the Japanese students try hard to learn the traditional Malaysian dance ?

(2) 本文の内容と合っているものを、次のア～キから3つ選びなさい。

- ア Three Malaysian students came to Akiko's school and showed how to cook Malaysian food.
- イ The Japanese students and the Malaysian students danced together.
- ウ Takuya asked the Malaysian students to teach Malaysian songs to him.
- エ Mr. Nishida told the Malaysian students many things about Noh and Kabuki.
- オ Kazuo was surprised because the Malaysian students spoke good English.
- カ Akiko felt very happy when she talked about traditional Japanese food with the Malaysian students.
- キ All the students in Akiko's class agreed when Takuya said they should go to the school library.

(3) Akiko は、次回の国際理解の授業で、どんなことをしたいと言っているか、日本語で書きなさい。

(4) 次の英文は、その後、Akiko がマレーシアの生徒に書いた手紙の一部である。本文を参考にして、(ア)～(エ)に当てはまる単語をそれぞれ1つ書きなさい。

Thank you very much for coming to our school.

I was glad to learn about Malaysian culture. It was very difficult (ア) me to learn the Malaysian dance, but I enjoyed it. You (イ) us some stories about the dance. I think your country has a lot of things which are new to me.

I found one important thing in the international understanding class. Learning about the culture of our own (ウ) is very important. So I read a book about Japanese culture. Now I can explain many things about Japanese culture well.

I am studying English hard. English is very useful when we explain our culture to (エ) in the world.

◆ 解答用紙 ◆

(1)	①			
	②			
(2)				
(3)				
(4)		ア	イ	
		ウ	エ	

◆ 問題 ◆ 15 - 4 - 14

次は、中学生の Kiyoshi が夏休み中の体験をもとに書いた作文です。これを読んで、問1～問4に答えなさい。
(埼玉県 2003年度)

During my summer vacation I went camping with my father. We went to the mountains in Nagano. It was my first time to visit Nagano. It was a very beautiful place. I enjoyed my vacation very much because my father taught me a lot of things about camping in the mountains. For one week we walked for many hours and carried our food, water, and clothes in our bags.

There were no shops or restaurants in the mountains, so we cooked our own meals. Sometimes we went fishing in the river and caught some fish. My father taught me how to cook them. There was no kitchen, but it was not so difficult for me to cook them. I enjoyed this time with my father very much. The fish we cooked were very delicious.

It was very quiet in the mountains at night. After dinner we watched the moon and stars. They were much brighter in Nagano than in my hometown. My father told me stories about the stars as we sat by the campfire. He also told me stories about camping in the mountains with his family when he was a student. He said that the rivers were cleaner and there were more animals then.

While we were fishing or walking, we sometimes found plastic bags and bottles in the river or on the path. Every day we picked them up. My father said, "People should be more careful about their trash when they are in the mountains." It may not be easy to clean the mountains, but there are some things we can do. I think if we take something to the mountains we should take it back with us.

I am now very interested in the environment after camping in the mountains and listening to my father's stories. I want to keep our rivers, forests, and air clean. We must protect our environment.

注 went camping キャンプに行った clothes 衣類 meals 食事 delicious おいしい
quiet 静かな much brighter より一層輝いて
plastic bags and bottles ビニール袋やペットボトル path 小道 picked ~ up ~を拾った
trash ごみ environment 環境 protect ~ ~を保護する

問1 本文の内容に関する次の質問に、英語で答えなさい。

What did Kiyoshi's father teach him about cooking?

問2 Kiyoshi の父は、学生のころキャンプをした時の山のようにすについて、何と書いていますか。日本語で書きなさい。

問3 下線部の内容に対して、Kiyoshi が自分たちにできることとして考えたことを、具体的に日本語で書きなさい。

問4 本文の内容と合うものを、下のア～エの中から一つ選び、その記号を書きなさい。

- ア Kiyoshi and his father walked in the mountains in Nagano for a few weeks.
- イ Kiyoshi learned a lot about the environment during his summer vacation.
- ウ Kiyoshi told stories about the stars to his father at night.
- エ Kiyoshi has been to the mountains in Nagano many times.

◆ 解答用紙 ◆

問1	
問2	
問3	
問4	

◆ 問題 ◆ 15 - 4 - 15

次の文章は、外国語指導助手 (ALT) ステファニー (Stephanie) 先生が書いた日本の中学生についての感想です。この文章を読んで、あとの(1)~(4)の問いに答えなさい。

(千葉県 2003 年度)

I have visited seven junior high schools and have taught about one thousand students since I came to Japan two years ago. I have found some differences between American and Japanese students. I'll write about them here.

First, in Japan, junior high school students study English as a foreign language. Students can listen to native speakers and learn about foreign cultures in class because most Japanese teachers of English teach with ALTs. Students can (①) enjoy talking with ALTs outside of class. In America, students do not begin studying a foreign language until senior high school. I have never heard of ALTs teaching in American classrooms. American teachers of foreign languages teach in language classes.

Next, in Japan, when English teachers ask students, "How are you?" in class, students usually say, "I'm fine, thank you. And you?" or "So-so." They learn other words to answer, but they do not often use them. In America, students usually give more candid answers: "I'm all right," "I'm great!" or "I feel sick today." If you are sick, saying "I'm fine" is not candid. I think it is better to express your (②) feelings.

Third, Japanese students clean their schools every day. Teachers clean them, too. In America, students and teachers do not clean their schools because workers that schools have clean them. I think it is good for students and teachers to clean because it teaches students responsibility. (③) working together, students and teachers can have more time for communication.

These are some differences that I have found. It is important for American and Japanese students to learn about them. Then they can understand each other better.

注 difference 違い as ~ ~として foreign 外国の
 native speaker (ある言葉を) 母国語として話す人 culture 文化
 outside of ~ ~以外で until ~ ~まで senior high school 高校
 hear of ~ ~について聞く classroom 教室 So-so まあまあ candid 率直な
 express 表現する feeling 感情 responsibility 責任 communication コミュニケーション

(1) 本文の内容に合うように、(①) ~ (③) の中に入る最も適当なものを次のア~エのうちからそれぞれ一つずつ選び、その符号を書きなさい。

- | | | | |
|----------|---------|---------|-------|
| ① ア also | イ be | ウ at | エ of |
| ② ア away | イ about | ウ often | エ own |
| ③ ア Near | イ Off | ウ By | エ To |

(2) ステファニー先生は、アメリカと日本の生徒の違いを学ぶことは大切であると言っているが、その理由を日本語で簡潔に書きなさい。

(3) 本文の内容に関する次の二つの英文が問いと答えの関係になるように、() の中の語を正しい語順に並べて書きなさい。ただし、本文中から1語補うこと。

(問い) In America, students and teachers do not clean their schools. Why?

(答え) Because (them, have, clean, schools, to).

(4) 次の文章は、ある生徒が本文を要約したものです。文中の(①) ~ (⑤) の中に入る最も適当なものを下のア~シ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。

Stephanie taught at seven junior high schools (①) two years in Japan. She (②) about some differences between American and Japanese students. Most Japanese teachers of English taught with ALTs, (③) students could listen to native speakers and learn about foreign cultures in class. Japanese students usually answered, "I'm fine, thank you. And you?" when they (④) asked, "How are you?" She thought it was good that students and teachers cleaned their schools (⑤). She said that it was important to learn about these differences.

ア same	イ written	ウ were	エ without
オ ago	カ so	キ for	ク together
ケ was	コ at	サ if	シ wrote

◆ 解答用紙 ◆

(1)	①		②		③	
(2)						
(3)	Because ().					
(4)	①		②		③	
	④		⑤			

◆ 問題 ◆ 15 - 4 - 16

次の①～③の文章を読んで、それぞれの①と②の問いに答えなさい。

(千葉県 2003 年度)

- ① I like songs very much. I think of them as a big part of my life. They teach me a lot of things. Words used in songs talk to me and encourage me. When I had trouble with a friend, I listened to my favorite songs many times. They made me calm and relaxed. I really enjoy listening to and singing songs. They make me happy.

注 part 一部 encourage 励ます trouble もめごと calm and relaxed 穏やかでリラックスした

- ① 本文の内容に合うように、次の英文の (a) と (b) の中に入る最も適当なものを下のア～カのうちからそれぞれ一つずつ選び、その符号を書きなさい。

I think of songs as a big part of my life. I listened to my favorite songs many times (a) a time of trouble with a friend. When I listened to them, I felt (b).

ア and イ during ウ if エ between オ to カ better

- ② 本文の内容に合っているものを次のア～エのうちから一つ選び、その符号を書きなさい。

- ア 私は歌が好きで、歌に教えられることが多い。
 イ 私は歌が好きで、友達と一緒に歌うことが多い。
 ウ 私は歌が好きで、歌を歌って友達を励ますことがある。
 エ 私は歌が好きで、よく作詞をすることがある。

- ② I visited my 75-year-old grandmother with my sister last week. We ate lunch with her. We saw that she couldn't use her chopsticks well. "Shall I bring you a spoon?" I asked. She answered, "No, thank you. It's important for me to use chopsticks. If I stop using chopsticks, it may become difficult to use my fingers well."

When I heard her words, I didn't know what to say because I always thought it would be kind to do everything for her. I learned that I should help my grandmother only if she () me.

注 grandmother 祖母 chopsticks はし spoon スプーン difficult 難しい finger 指

- ① 本文の内容に合うように、() 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 helped イ sang ウ needed エ studied

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

- ア 高齢者の使いやすい食器 イ 高齢者に好まれる昼食
 ウ 高齢者と家族の健康 エ 高齢者に対する心づかい

- ③ Hello. My name is Ken. Have you ever heard of overseas volunteers from Japan? Two years ago, in 2001, I listened to a story from a woman who was an overseas volunteer in a country in Africa. She said, "Last year I went to a country in Africa and worked with the people there. I lived in their homes, ate their food, and learned their language. I showed them how to grow more rice and vegetables." I was impressed by her story and still remember it well.

My dream is to be an overseas volunteer. I want to have interesting experiences in my life. It will be really meaningful for me to help a lot of people. I know I will have to get the special skills that I need. It may not be easy, but I will study very hard to realize my dream.

注 overseas 海外の vegetable 野菜 be impressed 感銘を受ける experience 経験
 meaningful 意義のある special skill 特別な技術 realize 実現する

- ① 本文の内容に関する次の質問に、英語で答えなさい。

When did the woman go to the country in Africa?

- ② 本文の内容に合っているものを次のア～エのうちから一つ選び、その符号を書きなさい。

- ア Ken knows a woman who lived in Africa to teach Japanese.
 イ Ken wants to work as a volunteer in other countries.
 ウ Ken showed the people how to grow more rice and vegetables.
 エ Ken doesn't think it is meaningful to be an overseas volunteer.

◆ 解答用紙 ◆

(1)	①	a		b	
	②				
(2)	①			②	
(3)	①				
	②				

◆ 問題 ◆ 15 - 4 - 17

次の文章を読んで、あとの各問に答えよ。

(*印のついている単語・語句には、本文のあとに〔注〕がある。)

(東京都 2003 年度)

“Mom, I’m home!” John said and ran into the *living room. John’s mother said, “Hi, John. How was school today?” John sat in his grandfather’s old chair and began to talk about school. After some time he asked, “Where is Grandfather?” “He is walking in the park,” she answered. “Tomorrow is his birthday. I think I will buy a new chair for him as a birthday present. What do you think, John?” “That’s a good idea. This chair is too old,” John said.

That evening John’s mother and father went out. John stayed at home with his grandfather. His grandfather sat in his old chair. John said, “Grandfather, your chair is very old. Would you like to have a new one?” “No,” his grandfather said. “This chair is very old, but it means a lot to me. Maybe you don’t understand, John.” (1) John did not understand. After a short time, his grandfather said, “I sat in this chair when I asked your grandmother to *marry me. That was a long time ago, but when I sit in this chair and close my eyes, I feel she is near.” He smiled and looked at the arm of the chair.

“When your father was born, I sat in this chair. When that little baby was put into my arms, I felt very happy.” John’s grandfather said with a big smile. John was beginning to understand that the chair was something very important to his grandfather.

“Many year later...,” John’s grandfather said and then stopped. His smile went away. “I sat in this chair when the doctor called and told me about your grandmother’s *death. I cried and cried. I was very sad, but this chair gave me *comfort.” John saw *tears in his grandfather’s eyes.

“I understand now,” John said. “This old chair is like a friend to you.” “Yes, John. We have *gone through a lot together,” his grandfather said.

Late in the evening, John’s mother and father came home with a new chair. John and his grandfather were already sleeping. John’s mother and father put the new chair in the living room and carried the old chair out.

The next morning John got up and came into the living room. His grandfather’s old chair was not there. “We carried the chair out. The *garbage truck will soon come and *pick it up,” his father said. John was surprised. Then he heard the sound of the garbage truck. He ran out. A man was just picking the chair up. “Wait! Don’t take that chair,” John shouted. “That is my grandfather’s chair. He still needs it.” The garbage truck left without taking the chair.

Then John’s mother and father came out. John said, “Don’t *throw away this chair! It’s like a friend to Grandfather.” (2) They have gone through a lot together. He told them more about the old chair. They listened to him. John’s father said, “We have learned a very important thing from you, John. Thank you.” John was glad. Then they carried the chair into the house.

“Good morning, everyone,” John’s grandfather said when he walked into the living room. He sat down in his old chair. Then he saw the new chair in the room. John’s mother said, “That’s John’s chair.” John was surprised. “We bought it for him because he is a good boy,” she said. “Oh, John is always great,” John’s grandfather said.

注 living room 居間 marry 結婚する death 死 comfort 慰め tear 涙
go through ～ ～を経験する garbage truck ごみ収集車 pick ～ up ～を収集する
throw away ～ ～を捨てる

〔問1〕 (1) John did not understand. の内容を、次のように語句を補って書き表すとすれば、 の中に下のどれを入れるのがよいか。

John did not understand .

- ア when his father was born
- イ why he had to stay at home with his grandfather
- ウ how much the old chair meant to his grandfather
- エ who would come and pick his grandfather’s old chair up

〔問2〕 (2) They have gone through a lot together. の内容を、次のように書き表すとすれば、 の中にどのような1語を入れるのがよいか。

Grandfather and this have gone through a lot together.

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

(1) John’s grandfather said that he felt John’s grandmother was near .

- ア when he asked her to marry him
- イ when his little baby was put into his arms
- ウ when he sat in his chair and closed his eyes
- エ when the doctor called and told him about her death

(2) John’s grandfather talked about his old chair to John, and John .

- ア understood that the chair was like a friend to his grandfather
- イ smiled and looked at the arm of the chair
- ウ cried and cried, but the chair gave him comfort
- エ thought he would buy a new chair for his grandfather as a birthday present

(3) When John heard the sound of the garbage truck,

- ア he sat in his grandfather’s old chair and asked, “Where is Grandfather?”
- イ he ran out and shouted, “Wait! Don’t take that chair.”
- ウ he said, “Grandfather, your chair is very old.”
- エ he said, “Would you like to have a new chair, Grandfather?”

〔問4〕 次の質問に英語で答えよ。

- (1) Who carried the old chair out late in the evening ?
- (2) What did John's grandfather see after he sat down in his old chair in the living room in the morning ?

◆ 解答用紙 ◆

〔問1〕						
〔問2〕						
〔問3〕	(1)		(2)		(3)	
〔問4〕	(1)					
	(2)					

◆ 問題 ◆ 15 - 4 - 18

次の英文を読んで、下の(1)~(6)の問いに答えなさい。

(新潟県 2003 年度)

We can see the moon in the sky at night when there is no cloud. When it is a full moon, it is beautiful. It looks so big, and we can see the pattern on it. In Japan, people say, "There is a rabbit on the moon." In Europe, people say, "The pattern on the moon looks like a face of a man." We see the same pattern, but At looks different. This is very interesting.

I enjoy seeing the shape of the moon because it is different every day. On some days, we see a full moon. On other days, we see only a part of the moon. Do you know why the moon (B)? Because it moves around the earth. The moon needs about one month to go around the earth, so its shape becomes the same again after about a month. This is also interesting, and it was useful to the people in Japan.

In Japan, the moon was used for the calendar a long time ago. That calendar was used in Japan until 1872. We call it "the old calendar" now. How did people decide the date in the old calendar? When we cannot see any part of the moon, we call the moon "a new moon." When the moon was a new moon, the date was the first day of the month. In this way, people decided what the date was by seeing the shape of the moon. There are about 29.5 days between a new moon and the next new moon. In the old calendar, one month had 29 or 30 days, and 12 months had 353, 354, or 355 days. There were usually 12 months in a year, but sometimes one year had 13 months.

Now, in Japan, the moon is not used for the calendar, and one year (D) has 12 months. We sometimes use some names of the days that were used in the old calendar. (E), chushu means August 15th in the old calendar. We call the full moon in September chushu-no meigetsu and make it different from the full moon in the other months.

People have lived with the moon for a long time. It has been important to the people in the world. When I see the moon, I think about the people who saw the moon in the old days and the people who see the moon in other countries. So I think the moon is like a "bridge." It is a "bridge" between today and the old days, and it is also a "bridge" between Japan and other countries. When you look at the moon next time, please remember the different ways of looking at the pattern and the old calendar in Japan. That will make the moon more interesting to you.

注 full moon 満月 pattern 模様 rabbit うさぎ Europe ヨーロッパ shape 形
around ~ ~の周りを calendar 暦 old calendar 旧暦 new moon 新月
chushu-no meigetsu 中秋の名月

(1) 下線部分 A について、日本とヨーロッパでは、それぞれどのように見えるか。本文の内容に沿って日本語で書きなさい。

(2) 文中の B, D, E 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。

- | | | | | | | | | |
|---|---|-------------------|---|---------------------|---|--------------|---|------------|
| B | ア | changes its shape | イ | has a pattern on it | ウ | is beautiful | エ | looks big |
| D | ア | always | イ | never | ウ | often | エ | sometimes |
| E | ア | All right | イ | At last | ウ | For example | エ | Over there |

(3) 下線部 C について、右の図のような月が見える日は、旧暦では何日であったか。最も適当なものを、次のア~エから一つ選び、その符号を書きなさい。



- | | | | | | | | |
|---|----|---|----|---|-----|---|-----|
| ア | 1日 | イ | 7日 | ウ | 15日 | エ | 30日 |
|---|----|---|----|---|-----|---|-----|

(4) 下線部 F とほぼ同じ内容を表す文を、次のア~エから一つ選び、その符号を書きなさい。

- ア The moon will be more interesting because you can make a new calendar by seeing it.
- イ The moon will be more interesting if you think about some things you have learned about it.
- ウ You will be more interested in the moon because it gives you enough light.
- エ You will be interested in taking pictures of the moon if you know more about it.

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

I have something to tell you about it.

(6) 次の①~③の問いに対する答えを、それぞれ3語以上の英文で書きなさい。

- ① Can we see the same shape of the moon in three weeks?
- ② How many months were there in a year when the year had 384 days in the old calendar?
- ③ Why is the moon like a "bridge" between Japan and other countries?

◆ 解答用紙 ◆

(1)						
(2)	B		D		E	
(3)						
(4)						
(5)						
(6)	①					
	②					
	③					

◆ 問題 ◆ 15 - 4 - 19

石川県の中学生の夏子 (Natsuko) さんが、あゆみ (Ayumi) さんとスーザン (Susan) さんが出演するコンサートに行ったあとに書いた次の文章を読んで、あとの各問に答えなさい。

(石川県 2003 年度)

Today I went to a traditional Japanese music and dance concert. My uncle's daughter, Ayumi, was going to be on stage. She is a member of the Japanese music club at her high school. Many groups showed traditional Japanese songs and dances, and played Japanese musical instruments. Not only adults but also children were on stage. Some little children played the taiko, and junior high school students showed the shishimai. the little children played well, the people there looked very happy.

When Ayumi's club was on stage, there were eight students. They were going to play the koto. Then I saw Susan. She was sitting by Ayumi. She is a student from Canada and is studying at Ayumi's school. She and Ayumi are friends. They started to play. I usually listen to pop music, but the beautiful sound of the koto moved me a lot. I didn't know Japanese musical instruments were so wonderful. After the concert, when I met them, I said to Ayumi, "You played very well. You all looked so nice!" Then I asked Susan, "Why did you start learning the koto?" She said, "When I first came to my school, I heard a beautiful sound. That was the sound of the koto. Then the next day I joined the club. Koto, taiko, shakuhachi, they are all great. Ikebana and shodo, they are also great. I've learned interesting things in Japan."

When I heard from Susan that Japan has a lot of interesting things, I was happy. I'm Japanese, but I didn't realize Japan has such a wonderful culture. We can be proud of our traditional culture. Susan's words showed me that. Ishikawa has a famous traditional culture. I would like to know more about the Japanese culture here in Ishikawa.

注 be on stage ステージに上がる, 出演する member 一員 musical instrument 楽器
 Not only adult but also children 大人だけでなく子どもも pop music ポップス sound 音
 move 感動させる culture 文化 realize わかる be proud of ~ ~を誇りに思う

問1 次の(1)~(3)について、それぞれの下線部に適切な語句を書き、質問に対する答えを完成させなさい。下線部にあてはまる語句は1語とは限りません。

(1) What did the little children do at the concert?

They played _____ .

(2) How many students of Ayumi's club were playing the koto at the concert?

_____ were playing the koto.

(3) Where was Susan sitting on the stage?

She was _____ .

問2 文中の の中に入る最も適切な語を、次のア~エから1つ選び、その符号を書きなさい。

ア When イ If ウ But エ During

問3 次の文が本文の内容と合うように、ア~ウに適切な人名をそれぞれ英語で書きなさい。

(ア) is a member of the Japanese music club. She is from Canada. (イ) is also a member of the same club. One day, (ウ) listened to wonderful music played with the koto at a concert and she was moved.

問4 次の質問に対する答えとして、次のア~エから最も適切なものを1つ選び、その符号を書きなさい。

What did Natsuko think after the students started to play the koto?

- ア Because Natsuko usually listens to pop music, she was not interested in it.
- イ Natsuko was surprised to see a student from Canada on the stage.
- ウ Natsuko thought that Japanese musical instruments were so wonderful.
- エ Because Ayumi is Japanese, Natsuko thought that Ayumi played better than Susan.

問5 コンサート後にスーザンさんが話したことについて、次の(1), (2)に答えなさい。

(1) スーザンさんが琴を始めようと思ったきっかけを日本語で書きなさい。

(2) 次のア~エから、スーザンさんの話と同じ内容の英文を1つ選び、その符号を書きなさい。

- ア Japan has a lot of wonderful things and she has learned a lot since she came to Japan.
- イ She likes koto, taiko and shakuhachi, but she doesn't like Ikebana and shodo.
- ウ She is happy to see the shishimai because she likes little children very much.
- エ She is so busy that she can't play the koto. She has a lot of things to do.

問6 夏子さんはスーザンさんの言葉から、どのようなことを学んだと述べていますか。日本語で書きなさい。

問7 あなたが、今までに感動したできごとや強く印象に残ったできごとの1つについて、30語以上の英文で書きなさい。文の数に制限はありません。なお、符号(.,?!など)は語として数えないものとします。

◆ 解答用紙 ◆

問1	(1)	They played ().			
	(2)	() were playing the koto.			
	(3)	She was ().			
問2					
問3	ア		イ		ウ
問4					
問5	(1)				
	(2)				
問6					
問7					

◆ 問題 ◆ 15 - 4 - 20

次の英文は、中学生の Yuki が介助犬 (service dog) について述べたスピーチである。英文を読んで、あとの問いに答えよ。

(福井県 2003 年度)

Have you ever seen a dog that helps people with very bad eyes? I think most of you say, "Yes." Today I'd like to tell you about another kind of dog that helps people in a different way.

I went to America last August. While I stayed there for a week, I saw an American man with a dog. He was in a wheelchair. I made friends with him. When I visited his house, I was very surprised. The dog opened the door for him and took some food to him with its mouth. The dog also took the telephone to him. The man said to me, "I was injured by a car three years ago. After that, I couldn't walk at all and I couldn't use my hands well. I didn't know what to do. But after I got this dog Ann, my life was changed. She's always with me and takes care of me every day. I trust Ann very much. I can go to many places with her now. I can also enjoy meeting people. She's part of my body, and she's my best friend, too."

After I returned to Japan, I studied a lot about that kind of dog by using the computer. I have learned that the dog is called a service dog. It is a dog helping people who can't use their hands or legs well. The system of service dogs is good for those people, but I have found a problem with this system. A dog has to have many difficult tests to become a service dog. So it takes much time before we have many service dogs.

I have also found a strange difference between America and Japan. There are about one thousand service dogs in America, but there are only about thirty in Japan. Do you know why they have many service dogs in America? This system was introduced about twenty years ago there. Many people already know that service dogs are important and not dangerous. They also know that service dogs will not give them any problems by barking or doing something wrong. So people with service dogs can go around many places in America. For example, it is easy for people with service dogs to go into stores, restaurants, trains or buses. This means service dogs are part of those people's lives in America.

I think we should have enough service dogs in Japan. This system is very new for most of us, and it may take some time before we understand this system. We have to know that service dogs are very useful. We also have to know that they can live and work together with us. Then service dogs will become real members of our society.

注 wheelchair 車いす difference 違い member(s) 一員, メンバー society 社会

(1) 本文の内容について、次の質問に英語で答えよ。

- a. When did Yuki visit America?
- b. How many service dogs do we have in Japan?

(2) Yuki がアメリカで友達になった人を訪問したとき、介助犬がしていたことが3つ述べられている。それらを日本語で書け。

(3) 介助犬の意味をはっきり述べている英文を1文抜き出せ。

(4) 犬を介助犬に育てあげる際の問題点は何か。日本語で書け。

(5) 次の a ~ d の中からアメリカの介助犬に関することを1つ選び、記号で答えよ。

- a. There are about thirty service dogs in the country.
- b. The system of service dogs started about twenty years ago.
- c. Few people know that service dogs are very useful.
- d. People with service dogs can't go into restaurants easily.

(6) Yuki は、介助犬が社会の一員になるためには、私たちはどうしなければならないと述べているか。日本語で書け。

◆ 解答用紙 ◆

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

◆ 問題 ◆ 15 - 4 - 21

次の英文は、南アフリカ共和国に住むフレッド (Fred) さんが、小学校時代に出会ったエイズ (AIDS) 患者のクラスメート、ネルソン (Nelson) さんについて書いたものです。英文を読んで、下の各問いに答えなさい。
(長野県 2003 年度)

When I was a fourth-year student, a boy ①(call) Nelson came to study in my class. In his *self-introduction, he said he had AIDS. It was a big *surprise to us. We ②(feel) sorry for Nelson, but no one talked to him. He was always *alone in the class.

One day everyone in the class had to make a speech. Nelson talked about his dream. He said, "I *was born with *HIV and now I have AIDS. ③Do you (are / like / children / know / there / many) me in the world? They need friends just like you all. If people have a better understanding of HIV and AIDS, those children can live a better life. I'd like to work for the children with AIDS in the future."

I was moved by Nelson's speech so much that I decided to talk to him. In the next class, I sat next to him. During the class I said to Nelson, ④"Do you have a pen?" Nelson gave me a big smile and said, "Here, please use it." This was the beginning of our *friendship. We often played together and soon other students began to play with us.

Five months later, it became difficult for Nelson to come to school because his *disease got *worse. On his birthday, each student in our class wrote a card to *encourage him. I brought the cards to Nelson and read them to him. When I finished reading, he said, "It's very nice to know I am not (⑤)." Then he showed me a pen and said, "Do you remember this? This is the pen I *lent you when you first talked to me. You had your own pen at that time, didn't you?" He was right. I had my own pens with me then. He said, "This pen gave many (⑥) to me. Will you keep this pen for me?"

Now I keep that pen with me. When I see it, I always remember my good friend and his words.

注 self-introduction 自己紹介 surprise 驚き alone 孤独で was born 生まれた
HIV ヒト免疫不全ウイルス friendship 友情 disease 病気 worse bad の比較級
encourage 励ます lent lend (貸す) の過去形

- (1) 下線部①と②の () 内の語を、適切な形に変えて書きなさい。
- (2) 下線部③の文が、前後からみて意味の通る英文になるように、() 内の6語を、正しく並べかえて書きなさい。

- (3) 下線部④のように、フレッドさんが言った理由として最も適切なものを、次のア～エの中から1つ選び、記号を書きなさい。

- ア Nelson gave a big smile to Fred.
イ Fred wanted to talk to Nelson.
ウ Nelson and Fred were good friends.
エ Fred didn't have any pens at that time.

- (4) (⑤), (⑥) のそれぞれに当てはまる最も適切な1語を、本文の1行目～7行目の中から抜き出して書きなさい。

- (5) 本文の内容について、次の(a), (b)の質問に英語で答えなさい。答えは、解答欄に書いてある英語に続けて書きなさい。

- (a) What was Nelson's dream?
(b) Why did Fred decide to talk to Nelson after Nelson's speech?

- (6) あなたがネルソンさんのクラスメートだとしたら、本文中の波線部に出てくるカードにどんなことを書きますか。ネルソンさんを励ます内容となるように、5語以上の英文を2つ用いて、下のパースデーカードを完成させなさい。ただし、I'm などの短縮形は1語として数え、コンマ (,), ピリオド (.) などの符号は語数に入れないこととします。

◆ 解答用紙 ◆

(1)	①	②
(2)	()()()()()()	
(3)		
(4)	⑤	⑥
(5)	(a)	His dream was to
	(b)	Because he was
(6)	<p>Happy birthday, Nelson !</p> <p style="text-align: right;">Your friend, *(名 前)</p>	

* () 内に名前を書く必要はありません。

◆ 問題 ◆ 15 - 4 - 22

次の英文は、中学生の春子（Haruko）が高齢者福祉施設のよもぎ園（Yomogien）を訪問したときの様子を書いたものです。1～5の問いに答えなさい。

（岐阜県 2003年度）

I visited Yomogien two weeks ago with my friends in our class. At first ①I was worried, and said to our teacher, Mr. Yoshida, “I have never been there before. Can I have a good time with people there?” He smiled and said, “It will be all right, Haruko. In Yomogien, we will sing some songs we practiced at school and talk with people there. Sing and speak from your heart. Everyone will be friendly to you.”

We walked to Yomogien because it was near our school. It was on the top of a small hill. When I arrived there, I was surprised to see a lot of beautiful flowers in the garden.

We went to a big room. A lot of people were looking at us. My heart was beating fast. We sang some songs first. I sang the songs from my heart. Then I found that the people there were singing together with us. I felt very happy then. I remembered Mr. Yoshida’s words. ②They were true!

After that, some of my friends and I talked with Ms. Suzuki. She was one of the people who lived there. I asked, “Did you like our songs?” Ms. Suzuki answered, “Yes, very much. Your songs made me happy. I remembered my young days.” Then I said, “Will you tell us about your young days?” Ms. Suzuki said, “(③) When I was young, I was an active girl. Can you imagine? For example, I loved swimming in the river. My house was near the Nagara River. In summer, I often swam in the river with my little sister, Toshi. The water was cool and clean, and sometimes I caught some fish. They were very big!” Ms. Suzuki laughed.

I remembered the flowers I saw when I came here. So I said to her, “The flowers in the garden are beautiful, aren’t they? Do you grow them?” Ms. Suzuki smiled and said, “Yes, I do. They are like my children. I am weak now, but they make me happy and proud when I look after them every day. Oh, I will give you some of those flowers. Which do you like?”



She gave me some yellow flowers. Now they are on my desk at home. I remember her smile when I look at the flowers. It was a nice experience for me to visit Yomogien.

注 at first 初めは from one’s heart 心を込めて be friendly to ～と仲良く（なる）
was beating （心臓が）どきどきした imagine 想像する cool （水が）冷たい caught つかまえた

- 1 下線部①で、春子はどのようなことを不安に思ったのですか。本文の内容に即して日本語で書きなさい。
- 2 下線部②のように春子が思ったのは、よもぎ園の人たちのどのような様子を見たからですか。本文の内容に即して日本語で書きなさい。

3 本文中の（ ③ ）に入る最も適切な語句を、次のア～エの中から一つ選び、その符号を書きなさい。

- | | |
|--------------------------------|-------------------|
| ア No, I didn’t like the songs. | イ Yes, of course. |
| ウ Yes, it is. | エ No, not at all. |

4 次の(1)、(2)の質問に対する答えを英語で書きなさい。ただし、解答用紙の_____の部分には一語ずつ書くこと。

- (1) Did Haruko and her friends go to Yomogien by bus?
- (2) Why was Haruko surprised when she came to Yomogien?

5 春子は、鈴木さん（Ms. Suzuki）と話して心に残ったことを、次のようにまとめました。本文の内容に合うように、次の下線部①～⑤に適切な英語を入れて文章を完成しなさい。なお、下線の部分に入れる英語の語数は自由です。

Ms. Suzuki was an active girl when she ①_____ . She loved ②_____ in the river, and she could catch some big fish.

Ms. Suzuki grows ③_____ in the garden. She feels ④_____ when she looks after them every day.

She gave me some yellow flowers. I remember her smile when I look at them. I think that visiting Yomogien was a ⑤_____ .

◆ 解答用紙 ◆

1		
2	よもぎ園の人たちが _____ _____ 様子を見たから。	
3		
4	(1) _____, they _____.	
	(2) Because she _____ a lot of _____ in the garden.	
5	① _____	② _____
	③ _____	④ _____
	⑤ _____	

◆ 問題 ◆ 15 - 4 - 23

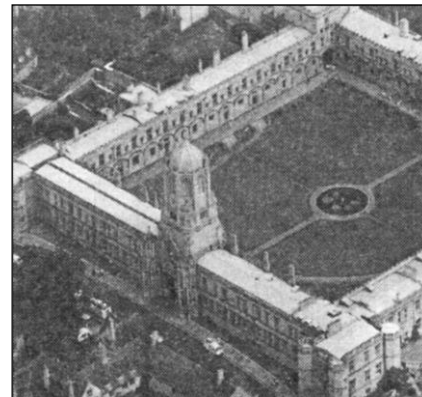
次の英文は、イギリスのオックスフォード (Oxford) での話である。この英文を読んで、(1)~(7)の問いに答えなさい。

(静岡県 2003 年度)

Bob is a student who lives in London. He is sixteen years old. One day, He rode on a train from a station in London to visit his brother living in Oxford. His name is Martin. Oxford is a famous city for its old colleges, and Martin is a student at a college there.

They met at Oxford station. Then, Martin showed Bob around the beautiful old city, and took him to his college. It is the ^a(big) of all the colleges in Oxford.

In the afternoon, when they came to one of the gates of the college, Martin told Bob an interesting story. He said, "This gate is a clock tower. And the clock has a big bell called Great Tom. It was ^b(build) more than 300 years ago. In the old days, the bell rang many times for the students at 9 o'clock. The college closed its gates at that time. Now, the bell rings at 9:05 every evening."



The Clock Tower

Bob asked, "Why does it ring at 9:05 every evening now?" Martin answered, "Well, it rings to tell Oxford time." Bob thought for a minute, and said, "Oh, I understand. Oxford time is five minutes later than the standard time."

Martin said, "Yes. A long time ago, people used the sun to know the time, and every city used different local time. And bells like Great Tom told people their local time." Bob asked, "When did they begin to use London time as the standard time?"

"Well, in the nineteenth century, people could move to other cities faster than before by train. But people who were working for railways had one problem," answered Martin. Bob thought about it and said, "It was difficult to make a timetable everyone could use. So London time was used for every timetable."

"That's right. And after that, people in the world started to use the time at Greenwich, a town in London, as the world standard time, because they needed it for their trip to other countries," said Martin. Bob said, "So it became the world standard time then, and everyone uses it now." Martin smiled and said, "Yes, but I love this clock tower's bell, because its sound is one of the good traditions in Oxford. So we'll come back here again to hear the sound of the great bell." Then, they went through the gate into the beautiful old college.

注 college(s) 大学 gate(s) 門 clock 時計 tower 塔 bell(s) 鐘
ring(s) 鳴る (rangは過去形) standard 標準 (の) local その土地の
railway(s) 鉄道 timetable 時刻表 Greenwich グリニッジ tradition(s) 伝統

(1) ㉔, ㉕の () の中の語を, 適切な形に直しなさい。

(2) 次の質問に対する答えとなるように, 次のA, Bの () の中に, それぞれ適切な語を補いなさい。

Who is Martin ?

He is Bob's (A) and a (B) at a college in Oxford.

(3) 本文の内容と合う英文になるように, 次の の中に補うものとして, 本文中から最も適切な部分を抜き出しなさい。

Great Tom rings at 9:05 every evening now. It tells that the standard time.

(4) 鉄道の発達とともに, どのような問題が起きたとボブ (Bob) は考えたか。ボブが述べている考えを, 日本語で書きなさい。

(5) マーティン (Martin) は, グレート・トム (Great Tom) に愛着を感じている理由を述べている。マーティンが理由として述べていることを, 日本語で書きなさい。

(6) 次のア~エの英文を, それぞれの英文に述べられている出来事が起こった順に並べかえ, 記号で答えなさい。

ア London time became the standard time for trains.

イ Trains began to run in the nineteenth century.

ウ Greenwich time became the world standard time.

エ Great Tom started to ring in Oxford more than 300 years ago.

(7) 次の の中に, 適切な英語を補い, 対話を完成しなさい。

Martin : If we go to another country, we should know its local time. For example, Japan is very far from here, so Japan time is much different from London time.

Bob : in Japan now ?

Martin : Well, it's 8 o'clock in the evening here. So it's 5 o'clock in the morning there.

◆ 解答用紙 ◆

(1)	㉑	
	㉒	
(2)	A	
	B	
(3)		
(4)		
(5)		
(6)	() → () → () → ()	
(7)		

◆ 問題 ◆ 15 - 4 - 24

次の文章を読んで、あとの(1)から(6)までの問いに答えよ。

(愛知県 B 2003 年度)

Hiroshi is a Japanese student staying with Mr. and Mrs. Williams in a small village in England. They work in a big hospital in London. They get up very early and eat a small breakfast. They leave their house at six o'clock in the morning and come back home at eight o'clock in the evening. They are very busy from Monday to Friday but they enjoy their life very much on Saturdays and Sundays.

Every Saturday or Sunday morning before breakfast, Mr. and Mrs. Williams walk in the village with their dogs. On the first Sunday in the village, Hiroshi joined their walk through a small forest and along rivers. Birds were singing in the trees and small animals were (A) around them. Mr. and Mrs. Williams sometimes stopped walking and talked with other village people. Hiroshi walked for about an hour with them and he felt very good. ①He said, "I (ア) never had a wonderful time like this (イ) my life."

During the breakfast after the morning walk, Mrs. Williams asked Hiroshi, "Is your life in England different from your life in Japan?" Hiroshi said, "Yes, it is. I live in a big city in Japan and I can enjoy everything there. So I don't know why you don't live in London." Mrs. Williams smiled and answered, "Good question, Hiroshi. We lived in London for a long time but we decided to choose the simple life. So we (B) our house in this village five years ago."

A few weeks later, their friends living in London visited their village house. At lunch time in their beautiful garden, they talked and talked about a lot of things. One of their friends said, ②"You (happy / like / house / very / in / look / this) a king and a queen." "Yes, we are really happy," Mr. and Mrs. Williams said at the same time.

Mr. Williams said to Hiroshi, "We have the English saying that an Englishman's house is his castle." Hiroshi asked, "(③) does the English saying mean?" Mr. Williams answered, "Well, it means that a house is a safe and comfortable place for English people. And we love it." He also said to Hiroshi that people in England love their village life very much. Now Hiroshi loves the simple life in their "castle," too.

注 village in England イングランド be different from ～ ～とは違う simple 素朴な
queen お妃様
the English saying that an Englishman's house is his castle イングランド人にとって家は城であるとい
う英語のことわざ
comfortable 快適な

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

keep buy take give run

(2) 下線①のついた文が、『僕は自分の人生で、こんなにすばらしい時間を過ごしたことはありません。』と彼は言った。』となるように、(ア), (イ) のそれぞれにあてはまる最も適当な語を書け。

(3) 下線②のついた文が、「あなたたちは、この家では王様とお妃様^{きさき}のようにととても幸せに見えますよ。」となるように、() 内の語を正しい順序に並べかえよ。

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

ア When イ How ウ Why エ What

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

- ア Mr. and Mrs. Williams work from Monday to Saturday in the village but they can enjoy walking and talking with other people.
- イ When Hiroshi started to stay with Mr. and Mrs. Williams, he didn't know why they did not live in London.
- ウ Mr. and Mrs. Williams love the simple life in this village and they want to be the king and the queen of this village.
- エ Hiroshi began to think that he cannot live in the village for a long time and wants to go back to Japan soon.

(6) 次の文章が、本文の要約となるように、(ア), (イ) のそれぞれにあてはまる最も適当な語を本文中からそのままの形で選んで書け。

Hiroshi stayed with Mr. and Mrs. Williams in England. They work in the city and enjoy their life in the (ア). One day Mr. Williams said to Hiroshi that people in England love their house and their simple (イ). Hiroshi began to understand their idea after he lived with Mr. and Mrs. Williams.

◆ 解答用紙 ◆

(1)	A		B	
(2)	ア		イ	
(3)				
(4)				
(5)				
(6)	ア		イ	

◆ 問題 ◆ 15 - 4 - 25

次の文章を読んで、あとの各問いに答えなさい。

(三重県 2003 年度)

Aiko is a student and lives in Suzuka. She is fifteen years old. Noboru, her father, is living and working in Fukuoka. Last summer Aiko visited him with her mother. When they went into his room in Fukuoka, they found many books on his desk. They were surprised. The books were about foreign languages. Aiko's mother said to him, "When you were a student, (①)" He said, "That's right. I was not interested in foreign languages, but I need them for my work now. A lot of people from Asian countries come to my office. For example, China, Korea and Thailand. Our languages are different, so we need to use a common language to communicate when we work together. We use English. I sometimes use Asian languages to be more friendly, so I'm studying some Asian languages now." "Do you enjoy it?" Aiko asked. "Well, it was hard at first. But I am very happy when I can communicate in those languages," Aiko's father said.

Then he said, "I have a Chinese friend who is working in my office. He has a daughter called Mey. She is as old as you. She came to Japan to see her father last week. We'll meet them tomorrow. I hope you and Mey will be good friends, Aiko."

The next day, ②Noboru and his family went to a park to meet his Chinese friend and Mey. After that, Aiko's and Mey's families visited some famous places in Fukuoka together. They had a very good time. Aiko and Mey talked a lot in Japanese. Aiko was impressed with her Japanese.

On their way home, Aiko said to Noboru, "Her Japanese was very good." Noboru said, "Mey studied Japanese to come to Japan." Aiko said, "I wanted to say something in Chinese, but I couldn't. She wants me to visit China some day. When I see Mey again, I'll talk with her in Chinese." ③Noboru was happy.

Two days later, Aiko and her mother had to go home. At the station Noboru said, "This is a present for you, Aiko. I hope you'll like it." Aiko said, "Thank you," and opened it. It was a book for studying Chinese. Noboru said, "When I saw Mey's father today in my office, he asked us to visit China." "Really? Will you take us to China?" said Aiko. "If you really want to see Mey again, I will," Noboru said. "Wow! ④That's exciting! I'll study Chinese and use it when I talk with her," said Aiko. Then Aiko and her mother got on the train.

注 were surprised 驚いた foreign 外国の Asian アジアの office 会社
 Thailand タイ (国名) common 共通の communicate 意思を伝え合う
 to be more friendly より親しくなるために at first 最初は Chinese 中国の, 中国語
 Mey メイ (人名) was impressed with ～ ～に感動した On their way home 帰宅途中に
 Wow わあ (驚き, 喜びなどをあらわす) got on ～ ～に乗った

(1) ①に入る最も適当なものをア～エの中から一つ選び、その記号を書きなさい。

- ア. you were interested in foreign languages.
- イ. you didn't like to study foreign languages.
- ウ. you have studied foreign languages very hard.
- エ. you didn't give me the books about foreign languages.

(2) Noboru が英語を使う必要があるのはどのような理由からか、日本語で書きなさい。

(3) 下線部②に Noboru and his family went to a park とあるが、Noboru たちが公園に行った目的は何か、日本語で具体的に書きなさい。

(4) Aiko が車で Noboru からもらったプレゼントはどのようなものであったか、日本語で書きなさい。

(5) 下線部③に Noboru was happy.とあるが、Noboru がうれしくなったのはどのようなことがわかったからか、ア～エの中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. Aiko が Mey と中国語で話せるようになったこと。
- イ. Aiko が Mey と一緒に Fukuoka の各地を訪問したこと。
- ウ. Aiko が Mey と友人になり、中国語に関心を持ったこと。
- エ. Aiko が Mey と公園で英語で話をするようになったこと。

(6) 下線部④に That's exciting! とあるが、Aiko はどのようなことを楽しみにしているか、日本語で書きなさい。

◆ 解答用紙 ◆

(1)	
(2)	
(3)	
(4)	
(5)	
(6)	

◆ 問題 ◆ 15 - 4 - 26

次の英文は、弘子 (Hiroko) と隆司 (Takashi) が、鈴木さん (Mr. Suzuki) の家や阿部さん (Mr. Abe) の農園を訪れたときのことについて書いた英字新聞 'News Today' の一部です。あとの問いに答えなさい。

(大阪府 前期A 2003年度)

News Today
Thursday, November, 7, 2002

Different Faces of Our Town
by Hiroko and Takashi

This is a picture of our town. You see very old houses in this picture. Many of them were built about 200 years ago. When we walked on this street, we thought, "We're now back in the Edo period." In that period, these old houses were stores and a lot of people came here to buy things. Around here, you see many old things. If you visit these houses, you can learn how people lived a long time ago.


We visited one of these old houses. The Suzuki family lives there. Their house was also a store in the Edo period. Mr. Suzuki showed us all the rooms of the house. In one room, we found an old desk. Mr. Suzuki said to us, "This desk is as old as this house built in 1810. We still take care of the desk and use it every day. This desk knows every person who used it." He showed us some other old things in his house, too. Old things are nice because they teach people about history.

Then, we also visited a farm near our school. Mr. Abe lives at this farm. Look at the beautiful flowers in this picture. These are the flowers he grows on his farm.

"I'm seventy years old now," said Mr. Abe. "It's hard to grow flowers, but the flowers on my farm are like pretty children for me." He told us an interesting thing about flowers. "If you talk to flowers when you give them water every morning, they will become more beautiful," he said. He looked happy when he was talking about flowers.


In our town, there are still many farms, and some farmers are working hard to grow flowers. We hope more people will know this.

This town has different faces you still don't know.



(Old Houses in Our Town)

"I'm seventy years old now," said Mr. Abe. "It's hard to grow flowers, but the flowers on my farm are like pretty children for me." He told us an interesting thing about flowers. "If you talk to flowers when you give them water every morning, they will become more beautiful," he said. He looked happy when he was talking about flowers.



(Flowers on Mr. Abe's Farm)

注 the Edo period 江戸時代 grow 育てる farmer 農家の人

- (1) 本文の内容と合うように、次の文中の (㉑) に入る適切な数字と、(㉒) に入る適切な漢字1字をそれぞれ書きなさい。

「この英字新聞の発行日は2002年 (㉑) 月7日 (㉒) 曜日です。」

- (2) この記事の中では、写真に写っている古い家々を訪れると、どのようなことを学ぶことができると述べられていますか。その内容を日本語で書きなさい。

- (3) この記事の中で、阿部さんは花を よりきれいに育てるにはどのようにしたらよいと述べていますか。その内容を日本語で書きなさい。

- (4) この記事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 Why are old things nice ?
- ② Does Mr. Abe live at a farm near Hiroko's school ?

- (5) 次のうち、この記事の中で述べられている内容と合うものはどれですか。一つ選び、記号を書きなさい。

- ア Mr. Abe grows flowers because it's easy to grow them.
- イ The old desk in Mr. Suzuki's house is not used now.
- ウ Hiroko and Takashi visited a house built in 1810.
- エ Mr. Abe became a farmer eighty years ago.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 15 - 4 - 27

次の英文は、真由美 (Mayumi) が英語の授業で行ったスピーチの原稿です。あとの問いに答えなさい。

(大阪府 前期 B 2003 年度)

Good afternoon, everyone. Today, I'm going to talk about Kenya and the people living there. Have you ever been to Africa? I went to Kenya with my family this summer and it was really wonderful.

You may think it's very hot in Kenya because Kenya is in Africa. But it isn't hot in Nairobi, the capital of Kenya, because it's about 1,800 meters above sea level. When we went to Nairobi in July, it was as cool as Osaka in October.



ケニアの首都のナイロビ

People living in Kenya don't do things fast. They often say, "Pole pole." It means, "Let's do things slowly." ㉔They don't eat fast, or walk fast. For example, they often enjoy talking when they're eating lunch. Buses and trains sometimes come late in Kenya, but they don't get angry when they're waiting for a long time. When I came back to Osaka and saw many people who were walking fast in the city, I thought, "Life in Kenya and life in Osaka are very different."

Now, I'm going to tell you about the most wonderful thing about Kenya. If you travel in Kenya, you'll see the natural world and have a great time. I enjoyed the evenings very much in Kenya. Do you know why? I couldn't believe my eyes when I went out of my room of the hotel and looked up. Stars and stars and stars! They were really beautiful, and I enjoyed watching them every night. Of course, you can see stars in Osaka, too, but I have never seen so many stars.

There are a lot of national parks in Kenya. We visited one of them near Nairobi. If you go by car only twenty minutes from Nairobi, you can enjoy seeing many kinds of wild animals there and learn how people live with them. You'll also get a new way of thinking about nature from the trip to Kenya.

These are some of the things I saw in Kenya this summer. I won't forget my trip to Kenya in my life. I want to visit Kenya again.

Thank you.

注 Nairobi ナイロビ capital 首都 ~ meter(s) above sea level 海拔～メートル
cool 涼しい late 遅れて get angry 怒る natural 自然の hotel ホテル

(1) 本文中には、真由美が訪れたときのナイロビの気候について大阪と比較して述べられたところがあります。その内容を日本語で書きなさい。

(2) 本文中では、“Pole pole.” はどのような意味であると述べられていますか。その内容を日本語で書きなさい。

(3) 下線部㉔They don't eat fast の具体的な様子が本文中で述べられています。その内容を日本語で書きなさい。

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

- ア People in Kenya always get angry when buses and trains come late.
- イ Mayumi didn't enjoy the evenings in Kenya, because it was too hot.
- ウ Nairobi is a capital city, and there are no national parks near the city.
- エ People who visit Kenya enjoy the natural world and have a great time.

(5) 次のうち、真由美のスピーチのタイトルとして最も適しているものはどれですか。一つ選び、記号を書きなさい。

- ア Beautiful Hotels in Kenya
- イ The Things I Learned in Kenya
- ウ Buses and Trains in Kenya
- エ How to Walk Fast in Kenya

(6) 次の記入例にならい、下の①、②の問いに対する英文を指示された語数で書きなさい。ただし、コンマやピリオドなどの記号は語数に含めない。

記入例				
What	time	is	it	?
It's	11	o'clock	now	.

① 真由美のスピーチで、あなたが最も印象に残ったことはどのようなことですか。感想も含め40語程度の英文で書きなさい。

② 真由美たちは、英語の授業で、「他国の文化を知ること」というテーマで意見を出し合うことになりました。あなたならどのような意見を述べますか。その内容を20語程度の英文で書きなさい。

◆ 解答用紙 ◆

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

(6)	①	.....	.....	.....	.....	.....
	
	
	
	
	②	.....	.....	.....	.....	.....
	
	
	
	

◆ 問題 ◆ 15 - 4 - 28

次の文は、みゆきさんが英語の授業で発表したものです。これを読んで、あとの問いに答えなさい。
(兵庫県 2003 年度)

My oldest brother had a new baby. The baby's name is Sachi. Sachi means "happiness." Her parents are very happy to have their first child. She is small and so cute. She sleeps well when her mother sings. Sachi often cries, but I think crying is one of her ways to speak to us. Everyone in my family likes to hold her in their arms. We hope she will be happy. I believe every parent in the world has this hope for their children.

A few days ago, I watched the news. It made me sad. It was about children in other parts of the world. The children I saw were hungry and sick, and it was very ① for them to ②. Their mothers looked sad, but they could do nothing for their children. I couldn't believe it, but it was true. All children have the right to be happy. They need a lot of love and help. I hear that many people are working as international volunteers. My dream is to become a doctor to help sick children in other parts of the world.

注 happiness 幸福 cute かわいい right 権利 international 国際的な

1 赤ん坊のさちが泣くことは、どのような意味があるとみゆきさんは考えていますか。日本語で書きなさい。

2 本文の内容に合うものを次のア～オから2つ選んで、その符号を書きなさい。

- ア Sachi is Miyuki's sister.
- イ Everyone in Miyuki's family likes to hold the baby, Sachi.
- ウ Miyuki thinks that parents in the world have different hopes for their children.
- エ When Miyuki watched the news about children in other parts of the world, she felt sad.
- オ Children all over the world get a lot of love and help.

3 ①, ② に入る適切な英語をア～エから1つ選んで、それぞれ符号を書きなさい。

- ① [ア bad イ easy ウ difficult エ interesting]
- ② [ア think イ believe ウ help エ live]

4 次の質問に英文で答えなさい。

Why does Miyuki want to become a doctor ?

◆ 解答用紙 ◆

1			
2			
3	①		②
4			

◆ 問題 ◆ 15 - 4 - 29

次の文は、スージーさんとおじいさんの物語です。これを読んで、あとの問いに答えなさい。
(兵庫県 2003 年度)

Susie has a grandfather. He is very kind to her, and she likes to listen to his stories because he looks happy when he tells them. His stories are sometimes the same, but she still likes to listen to them.

One day when Susie visited her grandfather, she said to him, "I want you to tell me another story today." "What kind of story would you like?" he said. "Well... about your treasure," she said. Then, her grandfather went into his room and came back with something. He showed it to her with a smile. It was a small piece of paper, and something was written on it. When she saw it, she said, "Is this small piece of paper your treasure?" Her grandfather looked a little . She felt bad, but then he began to talk about his treasure.

"Last month, I was asked to teach traditional things to students at a school. The school asked some other people, too. We worked with the students in small groups. In my group, I taught them about carving. They were very glad because they didn't know how to carve wood. A few days later, the students in my group wrote a letter to me," he said with a smile. She read the letter. It said, "Thank you very much for showing us how to carve wood. We enjoyed it."

When she finished reading the letter, she thought it was not just a piece of paper. It was a message to him from the students. He was glad because he could do something useful for the students.

He said to her, "Next week, I will go to the school again, so what should I teach them?" They smiled at each other.

注 treasure 宝物 piece 1枚 carving 彫刻 carve 彫刻する wood 木
message メッセージ

1 スージーさんがおじいさんの話を聞くことが好きなのはなぜですか。日本語で書きなさい。

2 に入る適切な英語をア～エから1つ選んで、その符号を書きなさい。

[ア kind イ sad ウ strong エ young]

3 次の文は、本文の内容を英語でまとめたものです。①～④に入る適切な英語をア～クから1つ選んで、それぞれ符号を書きなさい。

This is a story written about Susie and her grandfather. His treasure was a ① from some students. It was sent to him after he taught them about carving at their school. The school asked him to teach ② things to students. In the letter, the students ③ him. It was a short letter, but it was a ④ treasure for him.

ア asked イ last ウ letter エ wrong オ picture
カ traditional キ thanked ク wonderful

4 生徒からのメッセージを受け取って、おじいさんが下線部のように感じた理由は何ですか。日本語で書きなさい。

◆ 解答用紙 ◆

1								
2								
3	①		②		③		④	
4								

◆ 問題 ◆ 15 - 4 - 30

次の文を読んで、各問いに答えよ。

(奈良県 2003 年度)

Mitsuko is a Japanese ①woman who lives in Iceland. Iceland is a country near the Arctic Circle. The country has a lot of great glaciers and volcanoes. People can always enjoy many hot springs. When Mitsuko first came to Iceland, she wanted to study the language there for two years. She was twenty-four years old.

Mitsuko learned about Iceland in a book when she was a high school student. She was interested in its culture and history. The book explained about the auroras of Iceland: "You can often see beautiful auroras from September to April. Auroras are red or green lights in the night sky." She wanted to travel to Iceland some day.

In July, ②1969, Mitsuko left Japan for Iceland and started her student life in a small town. She was the only Japanese person who lived there. During the first few weeks, many people visited her. They were all kind. One of them asked her, "Will you introduce Japanese culture on TV?" She answered, ③"Yes, I will." She wore a kimono and sang 'The Song of Mother' in Japanese. She remembered the smile of her mother who lived in Japan.



One evening in September, Mitsuko and her friends went to a famous hot spring in the park near her town. They enjoyed swimming for about one hour. After that, they sat in the warm water and talked. Then, up in the night sky, an aurora was seen. The light moved fast, and it looked like a dance. Mitsuko could not say anything. She has seen many auroras since then, but she will never ④(f) the aurora she saw at that time.

Mitsuko's first winter in Iceland came. The winter in Iceland is long, and the sun stays in the sky for only three or four hours each day. But she didn't feel cold in her house. In Iceland, people usually make their houses warm with hot water from the hot springs. During the winter, she often went out and visited many places ⑤by car. On the fourth Thursday of April, she went to a festival. Summer begins on that day in the old calendar of Iceland. It was still cold, but all the people said to each other, ⑥"Summer, welcome back !" At the festival, Mitsuko thought that people in Iceland were really waiting for summer.

People in Iceland usually take a long vacation in June, July, and August. Most students work during these three ⑦(m). Mitsuko took care of some old people at a hospital during her second summer in Iceland. She learned many words from them. She often told the old people about Japan and they enjoyed her stories. Four years later, she met a man in Iceland and they got married. They had three children.

Mitsuko has lived in Iceland for more than thirty years. Now, Mitsuko works hard as a midwife at the same hospital. She thinks that babies are the light of hope. In Iceland, her job is called ⑧Ljosmodir. It means 'a mother of light'. She has learned many words in Iceland, but this is her favorite one.

注	Iceland	アイスランド	the Arctic Circle	北極圏	glacier	氷河	volcano	火山
	hot spring	温泉	aurora	オーロラ	calendar	暦	wait for ~	~を待つ
	get married	結婚する	midwife	助産師	(出産を助ける職業の名称)			

- (1) 下線部①, ⑤の語句を、それぞれ日本語に直せ。また、下線部②の読み方を、英語のつづりで書け。
- (2) 光子さんが日本で、アイスランドのオーロラについて知ったことはどのようなことか。本文から分かることを日本語で書け。
- (3) 下線部③において、光子さんが同意した内容を日本語で書け。
- (4) 文脈に合うよう、④, ⑦の () 内の文字で始まる英語を、それぞれ1語ずつ書け。
- (5) 次の(a), (b)の問いに英語で答えよ。ただし、各問いの後の () 内の英語に続けて書くこと。
 - (a) How old was Mitsuko when she first visited Iceland to study its language? (Mitsuko)
 - (b) What do people in Iceland usually use to make their houses warm? (People in Iceland)
- (6) 光子さんは、下線部⑥に、だれのどのような気持ちが込められていると思ったか。日本語で書け。
- (7) 光子さんは、下線部⑧の言葉を、どのように思っているか。日本語で書け。
- (8) 本文の内容と合っているものを、次のア～カから2つ選び、その記号を書け。
 - ア Mitsuko read an interesting book about Iceland in high school, but she didn't want to take a trip there.
 - イ In Iceland, Mitsuko began to live in a large town because there were a lot of Japanese people living there.
 - ウ Mitsuko wore a kimono and sang a Japanese song on TV in Iceland, and she remembered her mother in Japan.
 - エ Mitsuko was swimming in a hot spring with her three children when she first saw an aurora in Iceland.
 - オ In winter, people in Iceland can see the sun for only a short time each day, so Mitsuko always stays home.
 - カ At a hospital, Mitsuko learned a lot of words from some old people, and now she works hard as a midwife there.

◆ 解答用紙 ◆

(1)	①	⑤	②
(2)			
(3)			
(4)	④	⑦	
(5)	(a) Mitsuko ().		
	(b) People in Iceland ().		
(6)			
(7)			
(8)			

◆ 問題 ◆ 15 - 4 - 31

次の英文は、健志 (Takeshi) が、昨年和歌山県で開催されたデンマーク (Denmark) とチュニジア (Tunisia) とのサッカー国際Aマッチ (international A match) を見に行った時のことを書いたものです。これを読み、[問1] ~ [問3] に答えなさい。

(和歌山県 2003年度)

Last year the Denmark team came to Wakayama for their training camp because the World Cup was held in Japan and Korea. During their camp, Denmark had an international soccer match with Tunisia. It was the first international A match in Wakayama.

The match was held on 26. I got to the stadium with my friend at ten in the morning. There were many people around the stadium, but most of them were not people who came to see the match. They were volunteers to support this match. They were doing many kinds of work. Some of them were cleaning around the stadium. Others were checking the tickets and bags when people came into the stadium. I was very surprised to see so many people working as volunteers.

The match started at in the afternoon. It was a great match. I really enjoyed it. After the match, I saw many volunteers still working there. They smiled and said to many people, "Thank you very much."

The volunteers couldn't see the match, but they seemed very happy. I was very impressed and learned an important thing from them. Everyone can do something to help people. I am going to find something that I can do.

注 team チーム training camp 事前キャンプ World Cup ワールドカップ
held < holdの過去分詞 Korea 韓国 stadium 競技場 support 支える
check 点検する seem ~ ~のように見える be impressed 感動する

[問1] 右はサッカー国際Aマッチの案内に書かれていた内容の一部です。案内をよく見て、本文中の , にあてはまる最も適切な語を英語で書きなさい。(ただし、数字も英語で書くこと。)

サッカー国際Aマッチ
デンマーク対チュニジア
開催日：平成14年5月26日(日)
開場：午後1時
試合開始：午後4時
会場：県営紀三井寺陸上競技場

[問2] 本文の内容に合うように、次の文の () にあてはまる最も適切な語句を、ア~エの中から1つ選び、その記号を書きなさい。

Many volunteers looked happy because ().

- ア they could see the match イ they finished their training camp
ウ they enjoyed playing soccer エ they could work for the match

[問3] 本文の内容に合うように、次の文の () にあてはまる最も適切な語句を、それぞれア~エの中から1つずつ選び、その記号を書きなさい。

(1) Takeshi and his friend got to the stadium, and they had to wait for many hours () the international A match.

- ア during イ since ウ after エ before

(2) Takeshi didn't () that so many people were doing volunteer work for this match.

- ア mean イ know ウ learn エ hope

(3) Through the international A match, Takeshi learned that ().

- ア he could do something for other people イ he couldn't enjoy the match
ウ he could come to help the volunteers again エ he couldn't work as a volunteer

◆ 解答用紙 ◆

[問1]	A	
	B	
[問2]		
[問3]	(1)	
	(2)	
	(3)	

◆ 問題 ◆ 15 - 4 - 32

次の英文は、高校生の拓也がスピーチコンテストにおいて、夢に再挑戦した野球選手 (baseball player) について発表したものです。これを読み、〔問1〕～〔問6〕に答えなさい。

(和歌山県 2003年度)

Last July, I was looking for a book to read during summer vacation. In the school library I found a wonderful book. It was a story about a baseball player. His name was Jim. Now I'll tell you about the story.

When Jim was a boy, he was the best baseball player in his city. His dream was to become a major league player. He tried hard to realize his dream. But he had to give up his dream because he had a problem with his arm when he was 25. After that, he had to work hard in many cities for his family.

When he was 33, he found work at a high school. He began to teach baseball to the students there. They were not good baseball players. Ⓐ He (baseball, play, to, taught, how) better to them. They practiced hard every day. But they couldn't win any games. Ⓑ They were very disappointed. He wanted to encourage them. So he said to them, "I know you practice hard. But you need one more thing. You need a dream. If you have a big dream, you will try harder. Believe in yourselves. You can do it!" Then one of the students said, "I know you wanted to become a major league player. Why don't you try it?" Another [A] said, "If we win the next game, you should try out for a major league team" Ⓒ Jim (that, to, was, happy, very, hear), because they knew his dream and tried to encourage him.

Three months later, there was a big game in the city. The students did their best for their [B]. At last they won the game! Jim was very surprised and happy. He said to the students, "It's my turn. I have learned I can do anything."

A few months later, he tried out for a major league team. This time he did his best for his students. He had no problem with his arm. He could play baseball really well. After he was in minor league teams for only three months, at last he could join the major leagues!

Now, everyone. When Jim became 37, he had a problem with his arm again. He couldn't stay in the major leagues. Do you think he was sad? No. He was happy because he realized his dream. Why could he realize it? This story taught me two important things to realize our dreams. We must believe in ourselves, and around us we need people who encourage us. Let's go for our dreams together!

注 found < findの過去形 major league メジャーリーグ(アメリカのプロ野球の最上位リーグ)
realize 実現する give up ～ ～をあきらめる arm 腕
disappointed がっかりした encourage 励ます believe in ～ ～を信じる
try out for ～ ～の入団試験を受ける do his (their) best 全力を尽くす
won < win (勝つ)の過去形 yourselves (ourselves) 自分自身
minor league マイナーリーグ(メジャーリーグの下位に属するリーグ)

〔問1〕 本文中の[A], [B]にあてはまる語の組み合わせとして正しいものを、次のア～エの中から1つ選び、その記号を書きなさい。

- ア A teacher B school
- イ A teacher B student
- ウ A student B test
- エ A student B teacher

〔問2〕 下線①の理由を日本語で書きなさい。

〔問3〕 下線②, ③が意味の通る英文になるように、()の中の語を並べかえて英文を完成させなさい。

〔問4〕 次の①, ②の問いに対する答えを、それぞれ日本語で書きなさい。

- ① What was Jim's dream when he was a boy?
- ② How old was Jim when he left the major leagues?

〔問5〕 本文の流れに合うように、次のア～エを並べかえ、その記号を書きなさい。

- ア The students encouraged Jim, and he tried to become a major league player again.
- イ Jim had to leave the major leagues because he had a problem with his arm, but he was happy.
- ウ Jim began to work at a high school and told the students to have a dream.
- エ Jim had to give up his dream because he had a problem with his arm, so he began to work hard for his family.

〔問6〕 拓也が、ジム (Jim) について書かれた本から学んだ、夢を実現するための2つの大切なことはどのようなことですか。日本語で書きなさい。

◆ 解答用紙 ◆

〔問1〕	
〔問2〕	
〔問3〕	① He () better to them.
	② Jim (),
〔問4〕	(1)
	(2)
〔問5〕	() → () → () → ()
〔問6〕	

◆ 問題 ◆ 15 - 4 - 33

次は、高校生の愛 (Ai) さんが、夏休みにアメリカのブラウン家 (the Browns) にホームステイしたときの体験を書いた作文です。これを読んで、各問いに答えなさい。

(鳥取県 2003 年度)

During summer vacation, I stayed with the Browns in the United States for three weeks. Mr. and Mrs. Brown, and their 17-year-old daughter Jane, were very nice people. They had a dog called Sunny. When I met Sunny for the first time, he welcomed me by *wagging his tail. He was very friendly and *well-mannered. I liked him at once. Sunny was always with the family. They often talked about him in their daily conversation. It was easy for me to understand ①Sunny was an important member of the family. Jane took care of him and I often helped her.

One day, Jane said to me, "I'm going to the hospital as a volunteer with Sunny. Sometimes we are asked to visit people in the hospital together. Today we are going to meet a 5-year-old girl. ②いっしょに行きませんか。" I didn't know what would happen, but I went with them.

When we got to the hospital, one of the nurses said, "Sarah had a big car accident two weeks ago. She has not opened her *heart to other people since then. Even her parents couldn't *cheer her up."

When we walked into the room, Sarah was in her bed. Jane and I said "Hello" to her, but she said nothing. ③I was a little worried. Jane tried to talk with her, but she still didn't answer.

After a few minutes, Jane *lifted Sunny up, so Sarah could see him. Then it happened. As soon as she saw Sunny, she *sat up and began to *pet Sunny. Sunny wagged his tail and gave *gentle kisses on her hands. His kisses brought her a smile. She was really smiling and started talking to Sunny! How wonderful! We were really surprised to see ④this. When we went out of the room, Jane said to Sunny, "(⑤) I'm very proud of you."

I came back to Japan and got a letter from Jane. It said, "After you left, Sunny and I visited Sarah two more times. She enjoyed playing with Sunny. She is much (⑥) than before. She can leave the hospital soon." I'm not sure what happened to the girl. But Sunny has a wonderful *power that makes people happy. I believe ⑦Sunny is the sunshine of Sarah's life.

注 wag(ging) his tail しっぽをふる well-mannered 行儀のよい heart 心
cheer ~ up ~を元気づける lifted~up ~を持ち上げた sat up 体を起こした
pet (動物を) やさしくなでる gentle 優しい power 力

問1 本文の内容と一致するものを、次のア～カから2つ選び、記号で答えなさい。

- ア 愛さんは、夏休みに1ヶ月以上ブラウン家に滞在した。
- イ ジューンさんとサニーは、ボランティアとして時々病院を訪問する。
- ウ サラさんは、交通事故のショックで2週間食事をとっていない。
- エ 最初、サラさんはサニーに関心を示さなかった。
- オ ジューンさんは、サニーと一緒に3回サラさんの病室を訪れた。
- カ サラさんは、愛さんが日本に帰った後すぐに退院できた。

問2 下線部①について、愛さんがこのように感じた理由を、日本語で書きなさい。

問3 下線部②の日本語の意味となるような英文を書きなさい。

問4 下線部③について、愛さんがこのような気持ちになった理由として、最も適当なものを、次のア～エから1つ選び、記号で答えなさい。

- ア サラさんにサニーを早く自慢したかったから。
- イ サニーがサラさんにいたずらをしないか心配だったから。
- ウ サラさんの両親に何と云っていいのか分からなかったから。
- エ サラさんがサニーを受け入れてくれるか心配だったから。

問5 下線部④が指している内容を、日本語で書きなさい。

問6 (⑤) にあてはまる最も適当な文を、次のア～エから1つ選び、記号で答えなさい。

- ア You did a good job.
- イ That's a good idea.
- ウ That's too bad.
- エ I'm glad to hear that.

問7 (⑥) にあてはまる最も適当な語を、英語1語で書きなさい。

問8 下線部⑦が表している内容として最も適当な文を、次のア～エから1つ選び、記号で答えなさい。

- ア Sunny has a power that opens Sarah's heart.
- イ Sunny is always happy with Sarah
- ウ Sunny likes to take Sarah out in the sun.
- エ Sunny always brings fine weather to Sarah.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 15 - 4 - 34

次の英文は島根県出身の陸上選手、吉岡隆徳さんについて書かれたものです。彼は、ロサンゼルスオリンピック (Los Angeles Olympic Games) の100メートル走 (100-meter dash) で活躍し、「暁の超特急」(Daybreak Express) と呼ばれて親しまれました。この英文を読んで、あとの問1～問6に答えなさい。

(島根県 2003年度)

Takayoshi was born in Shimane on June 20, 1909. When he was in the fifth grade, he began to practice running on the school ground. During this time he began to enjoy running. When he was 15 years old, he joined <注1> the Shimane Teachers' College track and field team. (1)He always thought of what to do to run faster. In the morning, he got up at 6 to practice running. In the evening, he ran <注2> thousands of meters. After he finished college, he went to Tokyo to run faster. In the first year in Tokyo, <注3> the Far Eastern Asian Championships were held there. He became the fastest in the 100-meter and the 200-meter dash.

His new dream was to run in the Olympic Games. But in 1931 (2)he was in trouble. He became sick and had to stay in the hospital for three months. He was afraid that he could not join the Olympic Games. In the spring of 1932 he left the hospital at last, and began to practice hard again. Two months later he became a runner who could go to the Olympic Games.

In the summer of 1932, the Olympic Games were held in Los Angeles. Takayoshi was only 165 cm tall and he was much smaller than any other runner. People in <注4> the stands were surprised because he could start very quickly. He became very popular among them. And they were interested in his run in <注5> the finals.

Takayoshi started well in the finals of the 100-meter dash. For the first 60 meters he was the fastest, but after that the other runners <注6> passed him. He finished sixth. He was sad and fell down on his knees on the ground. Then he heard loud voices. People in the stands called his name, "Yoshioka! Yoshioka!" The voices got louder and louder. All the people from Japan and other countries shouted, "Yoshioka! Yoshioka!" They were impressed with the smallest body with a great start. Newspapers in Japan reported about his run. A reporter called him 'Daybreak Express.' This means a country of the rising sun and a runner with a wonderful start.

Takayoshi died on May 5 in 1984. But many Japanese people still remember him. We can learn a lot from his story.

<注1> the Shimane Teachers' College track and field team 島根師範学校の陸上競技部

<注2> thousands of ~ 何千もの～

<注3> the Far Eastern Asian Championships 極東選手権大会 (東アジアの大会)

<注4> the stands (競技場の) 観客席

<注5> the finals 決勝

<注6> pass 追い越す

問1 次のア～キの中から、本文の内容と一致しているものを三つ選び、記号で答えなさい。

- ア When he was five years old, he began to practice running at school.
- イ When he was a student at Shimane Teachers' College, he had breakfast at 6.
- ウ He went to Tokyo because he wanted to run faster.
- エ He got very popular in the Los Angeles Olympic Games.
- オ He was the sixth for the first 60 meters in the finals.
- カ When he finished running in the finals, he felt happy.
- キ His story tells us a lot of important things.

問2 次の1～3の質問の答えとして最も適当なものを、それぞれア～エの中から選び、記号で答えなさい。

1 Where were the Far Eastern Asian Championships held ?

- ア In Tokyo. イ In Shimane. ウ In Los Angeles. エ In London.

2 Why were people in the stands surprised ?

- ア Because Takayoshi was very tall. イ Because Takayoshi was interested in the finals.
- ウ Because Takayoshi was sick. エ Because Takayoshi's start was very quick.

3 How old was Takayoshi when he died ?

- ア Sixty-four. イ Seventy-four. ウ Eighty-four. エ Ninety-four.

問3 下線部(1)に「彼はいつも考えていた」とありますが、隆徳さんがいつも考えていたことは何ですか。日本語で答えなさい。

問4 下線部(2)で、隆徳さんが経験した苦難は何ですか。日本語で答えなさい。

問5 「暁の超特急」(Daybreak Express) の意味を説明している文を第4段落から抜き出し、初めの3語で答えなさい。

問6 隆徳さんはロサンゼルスオリンピックで「ハチマキ」をして走っていたことでも話題になりました。「ハチマキ」を英語で説明すると次のようになります。次の(1)～(4)に入る適当な語を[]内から一つずつ選び、記号で答えなさい。ただし、文の最初にくる語も小文字で始めてある。

Hachimaki is (1) of a piece of (注1) cloth. You wear it around your (2). There are two purposes of hachimaki. (3), you wear it to (注2) cheer up yourself. Second, you use hachimaki of different (4) to tell one team from another. For example, people with red hachimaki are all on the same team.

〈注1〉 cloth 布 〈注2〉 cheer up yourself 自分を元気づける, 気合を入れる

[ア sizes / イ colors / ウ nose / エ made / オ first / カ head]

◆ 解答用紙 ◆

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

◆ 問題 ◆ 15 - 4 - 35

次の英文は、ノーベル賞 (the Nobel Prize) を受賞した日本人についてのものである。①～⑤に答えなさい。
(岡山県 2003 年度)

Last year there was big news about science. Two Japanese scientists won Nobel Prizes in the same year. They were Mr. Koshiba and Mr. Tanaka. Many people in Japan were surprised and also became happy to hear the news.

When Kumiko watched the TV news, she was interested in the Nobel Prize. She wanted to know many things about the two scientists. She read some newspapers and found many stories about them. In one of the stories, a famous scientist said, "Mr. Tanaka is young. He is only 43 years old. I think this news will give hope to other young scientists." Kumiko never thought a young scientist like Mr. Tanaka could win the Nobel Prize.

She told this to her science teacher the next day. He (ア)hear her story and said, "There was a younger Japanese scientist who won the Nobel Prize." She thought (イ)that was wonderful and said, "Who was that scientist?" "He was Mr. Hideki Yukawa. There are some books about him in the library at our school. If you are interested in him, go to the library and study him," said her teacher. Kumiko knew only his name. So she went to the library and found some interesting stories about him by reading some books there.

Mr. Yukawa won the Nobel Prize in 1949 when he was 42 years old. He was the first Japanese that won the Prize. This news gave hope to many Japanese people at that time and made them very happy.

(a) Mr. Yukawa worked for world peace, too. He thought, "Scientists must not use science for war."

(b) This fact made him very sad. (c) He said, "Scientists should study for world peace."

(d) When she became interested in the three Japanese scientists and learned about them, she found another new fact : (ウ)all of them studied in the same way. When they found something they didn't understand, they studied it to get the right idea and never gave up.

Now Kumiko thinks, "When we become interested in something, we should study it in some ways. Then, we may discover new facts about it and feel happy."

注
science 科学
be surprised 驚く
newspaper 新聞
hope 希望



① 下線部(ア)の単語を、最も適当な形に変えて書きなさい。

② 下線部(イ)の内容を具体的に日本語で答えなさい。

③ 次の英文を入れる位置として最も適当なのは、(a) ~ (d) のうちではどれですか。

But some of the things which scientists discovered or made were used for war.

④ 下線部(ウ)の内容を、次の書き出しに続けて具体的に日本語で説明しなさい。

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

- (1) Kumiko was interested in the Nobel Prize, but she was busy and had no time to study it.
- (2) Kumiko's science teacher told her to go to the library if she wanted to know about Mr. Hideki Yukawa.
- (3) When Mr. Hideki Yukawa won the Nobel Prize, a lot of Japanese didn't know that fact.
- (4) Kumiko learned some new facts about the three Japanese scientists by newspapers and books.
- (5) Kumiko said the people who won the Nobel Prize studied interesting things to become famous.

◆ 解答用紙 ◆

①	
②	こと。
③	
④	その3人の科学者は皆、 とき、 こと。
⑤	

◆ 問題 ◆ 15 - 4 - 36

次の英文は、高校生の恵子が授業で行ったスピーチの原稿です。これを読んで、あとの1～7に答えなさい。
(広島県 2003年度)

This summer I went to Scotland with seven other students and one teacher. Each of us stayed with one family for two weeks. I stayed with the Harrison family. There were Mr. Harrison, Mrs. Harrison and their daughter in the family. The daughter's name was Mary and she was sixteen years old. They were interested in Japanese culture. So they called their cat Hoshi which means "star" in Japanese. ①Mary often helped her parents at home. For example, she washed their car, cleaned their house and sometimes cooked for them. Her housework made her parents glad.

I have a lot of wonderful memories from my stay in Scotland. I'd like to talk about some of them now.

One day, the Harrison family took me to a big festival by car. It was a fine day and we enjoyed singing some songs in English in the car. We arrived at six o'clock in the evening. There were a lot of shows in the festival. We went to see a show which started at seven. ②There were (world from people the over many all) to see it. On the stage about eight hundred people did many things. They played some musical instruments, sang songs and also danced. One big group played the bagpipes. Mary asked me, "How do you like this music?" I said, "I like it very much. This is my first time to hear it live." So I bought a CD of bagpipe music the next day.

Before we left Scotland, we had a party at the Harrison house to thank all the families. We introduced Japanese culture to the families at the party. One student showed how to play a Japanese toy A taketombo. When his taketombo went up, some people shouted, "I want to try!" Then, another student showed Japanese calligraphy. She sat at the table and wrote "friend" and "family" in Japanese. Mrs. Harrison was very interested and wrote "friend" in Japanese.

I sang some songs both in Japanese and English. After I sang a Japanese song, I said, "Now I'd like to sing a song Mary taught me during my stay. Please listen." When I was singing, I remembered my happy days with Mary and her parents. I became sad and cried because I had to say goodbye to them. Then Mary came to me and sang the song with me.

At the end of the party, I said, "We have stayed in Scotland for two weeks. It is very short. You all have been very kind to us. B Thank you very much. See you again."

The next day we left Scotland to come back to Japan with a lot of memories.

Thank you.

注 Scotland スコットランド (英国の一部) each それぞれ Mrs. ～夫人 wash 洗う
housework 家事 memories 思い出 festival 祭り show ショー stage 舞台
musical instrument 楽器 bagpipe バグパイプ (楽器の一種) live 生で
party パーティー toy おもちゃ Japanese calligraphy 書道

1 次の(1)・(2)に対する答えを、日本語で書きなさい。

- (1) 恵子たちが見たショーは午後何時に始まりましたか。
- (2) 恵子が泣いたとき、メアリーはどうしましたか。

2 本文中の下線部①について、その行動を具体的に表している1文があります。その文のはじめの2語を抜き出して書きなさい。

3 本文中の下線部②が意味の通る英文になるように、()内の語を並べかえて、英文を完成しなさい。

4 次のア～エの中で、本文中の A にあてはまる最も適切な語を選び、その記号を書きなさい。

- ア call イ calls ウ called エ calling

5 次の(1)・(2)に対する答えを、英語で書きなさい。

- (1) What did Keiko buy after she saw the show?
- (2) Did Mrs. Harrison write "friend" in Japanese at the party?

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

- ア Mary called her dog Hoshi because she liked stars.
- イ Keiko introduced taketombo to the families at the party.
- ウ Mary taught Keiko a song, and Keiko sang it at the party.
- エ Keiko was happy at the party because she could come back to Japan.

7 本文中の B には、スコットランドでお世話になった人々に対する恵子の思いを表す英文が入ります。あなたは、どんな英文を補えばよいと考えますか。あなたの考える英文を書きなさい。

◆ 解答用紙 ◆

1	(1)	
	(2)	
2		
3		
4		
5	(1)	
	(2)	
6		
7		

◆ 問題 ◆ 15 - 4 - 37

次の英文を読んで、あとの(1)~(4)に答えなさい。

(山口県 2003年度)

One day in April, I was coming home from school. Suddenly it began to rain. I didn't have an umbrella. Then someone called my (A). I saw Naoko, one of the classmates in my junior high school. She said to me, "Hey, Yuki, come here. We can share the umbrella." I said to her, "Thank you very much." We were in the same class but we didn't know much about each other. On the way, we talked about many things. She said that she wanted to join the tennis club. I was also interested in tennis.

Naoko and I joined the tennis club. After we practiced tennis, we walked home together every day. We always talked about tennis. I said, "I feel terrible because I can't play tennis well." She was kind and said some nice words to me, "Yuki, it's not a problem. I'll help you." We practiced tennis together every day. She was with me when I was in trouble.

A year passed by. It was a rainy day again. We were walking home side by side. Naoko looked sad. She stopped walking and said to me, "Yuki, (B)I have something to tell you." "What is it? Is there anything I can do?" I asked. "I don't think so. My family will go and live in America," Naoko answered. "What? In America?" I couldn't believe it. "We'll be there only for a year," Naoko said. "Can I see you after a year?" I asked. "Yes, of course!" Naoko smiled.

The day before she left our town, we played tennis. It was a lot of fun. I said to her, "I will (C) you very much, but we will meet and play tennis again." Naoko said, "O.K., Yuki. I promise." She gave me her tennis racket and I gave her mine.

注 umbrella かさ join 入る

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

- (A) 1 house 2 family 3 name 4 address
 (C) 1 miss 2 catch 3 forget 4 take

(2) 下線部Bで、直子 (Naoko) は由紀 (Yuki) に、「話したいことがあるの。」と言っているが、それはどんなことか。日本語で答えなさい。

(3) 本文の内容に合うものを、次の1~6から2つ選び、記号で答えなさい。

- 1 Yuki knew Naoko very well because they were in the same elementary school.
- 2 Naoko and Yuki shared the umbrella because Yuki didn't have one.
- 3 Naoko and Yuki decided to join different clubs after they enjoyed talking.
- 4 Yuki played tennis very well and Naoko always wanted Yuki to help her.
- 5 Naoko was leaving Japan soon but she didn't tell Yuki about it.
- 6 Naoko and Yuki promised to play tennis again and exchanged their rackets.

(4) 次は、Yuki がある日の放課後、学校で、スミス先生 (Mr. Smith) と話した内容の一部である。文中の下線部(a)~(c)に入る適当な英語を、1語ずつ答えなさい。

Yuki: Mr. Smith, I got a (a) from Naoko yesterday. I read it again and again.
 Mr. Smith: How is she? Does she have any problems in America?
 Yuki: Don't (b). She is fine and she has many friends now. She plays tennis with them.
 Mr. Smith: That's good.
 Yuki: I haven't played tennis with her for a long (c). I can't wait for a year.
 Mr. Smith: I know how you feel.

◆ 解答用紙 ◆

	(A)	(C)	
(1)			
(2)			
(3)			
	(a)	(b)	(c)
(4)			

◆ 問題 ◆ 15 - 4 - 38

次の英文は、メアリー先生を自宅に招待したときのことを明子さんが書いたものである。これを読んで、(1)~(6)に答えなさい。(1)~(7)は段落番号を示す。)

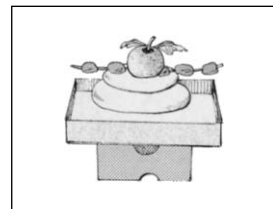
(徳島県 2003年度)

1 My father teaches Japanese at Minami High School. Mary teaches English there from Monday to Wednesday.

2 During the New Year holidays, Mary came to my house. It was snowing a little when she came before noon. She said, "Having the New Year in winter is a new experience for me. Of course I've never experienced the New Year with snow."

3 Mary, my parents and I went into the tatami room. There were many kinds of Japanese foods for the New Year on the table. Mary cried, "Everything looks delicious." Then my grandmother came in. She said to Mary in Japanese, "Please help yourself. So, how do you like our town?" Mary said in Japanese, "I like it very much. The people here are kind and my students study English very hard with me." Her Japanese was good, and my grandmother told her so. Then she said, "I studied it for six months before I came to Japan. Now I go to a Japanese class every Friday. I'm always trying to speak Japanese when I go shopping. I also talk with people living near my house in Japanese." My grandmother said, "①Now I know why you speak good Japanese."

4 Mary looked at the tokonoma and asked my grandmother, "What is that?" My grandmother said, "It is called kagamimochi. Some families make it for the god of the New Year in Japan. It's a traditional Japanese custom." I was surprised at my grandmother's words because I didn't know why we made it. I realized that I didn't know enough about Japanese customs.



kagamimochi

5 After eating, I said to Mary, "We have a game called hanetsuki in Japan. It is also a traditional Japanese New Year custom. It is like badminton. How about playing it together?" Mary enjoyed playing it. There was a picture of a beautiful Japanese woman in a kimono on the hagoita. She liked it very much.



hagoita

6 When we finished playing hanetsuki, I said to my brother, "Let's fly a kite together." At that time, he was playing a new video game. He didn't want to stop playing, but he went to the river near our house with us. He showed Mary how to fly a kite. It was not easy for her to fly it, but she looked very happy. She said, "Flying a kite is a lot of fun and this river is very beautiful. You live in a wonderful place." I never thought that the nature around me was beautiful. I realized that I should look at things around me more carefully. ②Mary taught this to me. My brother said, "It is fun to play outside!"

7 I think Mary enjoyed the New Year in Japan. I hope she will remember it. Thanks to Mary, I learned more about Japanese customs and beautiful nature around me.

注	the New Year holidays	正月休み	experience	体験(する)	grandmother	祖母
	god	神	custom	習慣	realize	はっきり理解する
	fly a kite	たこあげをする	video game	テレビゲーム	badminton	バドミントン
	thought	think の過去形	nature	自然	outside	戸外で
					stop ~ing	~するのをやめる
					thanks to ~	~のおかげで

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

(a) Does Mary teach at Minami High School four days a week?

(b) How was the weather when Mary went to Akiko's house?

(2) 段落3で、メアリー先生は「自分はこの町が大好きである。」と話しているが、彼女がこの町が好きな理由は何か、日本語で2つ書きなさい。

(3) 下線部①のように明子さんの祖母が言ったのは、メアリー先生が何と言ったからか。メアリー先生の言ったこととして、正しいものをア~オから2つ選びなさい。

ア 日本に来る前に半年間、日本語を勉強した。

イ 日本に来てから、週に2回日本語教室に通っている。

ウ 学校で、先生たちと日本語で話す機会が多い。

エ 買い物に行ったときには、いつも日本語を話すようにしている。

オ 近所に住んでいる人が来て、日本語を教えてくれる。

(4) 段落5で、明子さんは、メアリー先生に「羽子つき」についてどのように説明したか、日本語で2つ書きなさい。

(5) 下線部②で「メアリー先生がこのことを私に教えてくれた。」とあるが、「このこと」とはどういうことか、30字以内の日本語で書きなさい。

(6) 本文の内容と合うものを、ア~オから2つ選びなさい。

ア Akiko's father is a teacher of English and he works with Mary.

イ Mary had the New Year in winter in her country.

ウ Before Mary came, Akiko didn't know why kagamimochi was made.

エ Akiko's brother was glad when Akiko told him to go to the river with her.

オ It was not easy for Mary to fly a kite, but she enjoyed it very much.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 15 - 4 - 39

次の英文を読んで、あとの①～⑨の問いに答えなさい。（*印をつけた語は、あとの㊦を参考にしなさい。）

(香川県 2003 年度)

One Friday morning, when Koji was going to school, his classmate Mariko spoke to him, "Do you have any plans for tomorrow? I'll go to the recycling market in the park. ① don't you come with me?"

He asked, "Recycling market? What's that?" She answered, "People bring things they don't use, and sell them there. ② Most (there things are the sold of) used ones, so they are very cheap. If you are *lucky, you can find something brand-new and nice." Koji said, "③ . OK. I'll go with you."

The next morning, when Mariko and Koji came to the market, there were already hundreds of people there. They took a walk in the market. There were many things that were really nice and cheap. He said to her, "Now I've learned ④ one thing, Mariko." "What?" she asked. He said, "We should not throw things away easily."

After they walked for a while, Koji said in a loud voice, "Hey! Look at that bike! I've wanted one like that for a long time!" Then they ran to the *booth. The man selling the bike looked like a *foreigner, so Koji spoke to him in English, "Excuse me. ⑤ ?" The man said, "It's two thousand yen." Koji said, "Oh, it's very cheap! And it doesn't look so old! ⑥ Why are you selling a nice bike like this?" The man answered, "I must go back to America next month, so I'd like to sell all the big things I have." "Oh, I see. How long have you had it?" Koji asked. The man said, "For about three years. But don't worry. I've used it carefully since I got it, so it still ⑦ well." "I understand. OK. I'll take it," Koji said. "Thank you. I hope you'll use it carefully, because I still love it," said the man. "All right. I will," Koji said with a smile.

After that, Koji and Mariko talked with the man. Then Koji said to him, "⑧ " And Koji and Mariko went home together. It was a really good day for Koji, because he got a nice bike and a happy *memory.

注 lucky 運がいい booth 露店 (路上などに臨時に出した店) foreigner 外国人
memory 思い出

(1) ①の 内にあてはまる語は、次のア～エのうちのどれか。最も適当なものを一つ選んで、その記号を書け。

ア What イ Why ウ Which オ How

(2) 下線部②が、「そこで売られているもののほとんどは中古品です。」という意味になるように、() 内のすべての語を、正しく並べかえて書け。

(3) ③の 内にあてはまるものは、本文の内容からみて、次のア～エのうちのどれか。最も適当なものを一つ選んで、その記号を書け。

ア You're welcome イ Make yourself at home
ウ Here you are エ That sounds interesting

(4) 下線部④の one thing とはどのようなことか。その内容にあたる一文を本文中から見つけて、その文の意味を日本語で書け。

(5) ⑤の 内には、浩二の質問が入る。相手の答えを参考にして、その質問を4語以上の英文一文で書け。ただし、疑問符、コンマなどの符号は語として数えない。

(6) 下線部⑥に、Why are you selling a nice bike like this? とあるが、この露店の男の人は、なぜ自転車を売っているのか。その理由にあたる最も適当な一文を、その男の人が言ったことの中から見つけて、その文の意味を日本語で書け。

(7) ⑦の 内にあてはまる語は、本文の内容からみて、次のア～エのうちのどれか。最も適当なものを一つ選んで、その記号を書け。

ア begins イ catches ウ works エ breaks

(8) ⑧の 内には、浩二がこの露店の男の人と別れるときに、彼に対して話した言葉が入る。もしあなたが浩二であったなら、男の人にどのようなことを話すか。その言葉を英文3文以内で書け。ただし、語数は全部で10語以上とし、ピリオド、コンマなどの符号は語として数えない。

(9) 次の㉗～㉙のうちから、本文中で述べられている内容に合っているものを二つ選んで、その記号を書け。

- ㉗ Mariko and Koji visited the recycling market in the park on Saturday.
- ㉘ Mariko and Koji took a walk because the recycling market wasn't open.
- ㉙ Koji wanted to sell his old bike at the recycling market.
- ㉚ The man selling the bike spoke to Mariko and Koji in Japanese.
- ㉛ Koji was surprised because the bike was too expensive for him.
- ㉜ The man selling the bike wanted Koji to use it carefully.

◆ 解答用紙 ◆

(1)	
(2)	Most () used one
(3)	
(4)	
(5)	()?
(6)	
(7)	
(8)	
(9)	と

◆ 問題 ◆ 15 - 4 - 40

次の英文を読んで、1～7の問いに答えなさい。

(愛媛県 2003年度)

One Sunday evening Yoshiko saw a TV program of a country. Life was very hard for the people of the country. At school children were sitting on the ground. They had no textbooks, no notebooks, and no pencils. But they had beautiful smiles on their faces. At first, she did not understand why, but soon she understood (A)it when she heard a girl's words. The girl was answering the TV reporter, "Our life is very hard, but I am happy here because I can study with my friends. ... Well, we will be happier if we have notebooks and pencils."

The next day Yoshiko talked about the TV program with her friend Miki. Yoshiko said, " (B) " "Well, Yoshiko, (C)there are so many children who need help in that country. How can we help them?"

"That is the problem, but I do not want to be a girl who does (D) when someone needs help. I believe there is (E) we can do. How about sending them notebooks and pencils? The girl said that she wanted notebooks and pencils, didn't she?"

"Yes, she did," said Miki. "O. K., now let's go to Mr. Tanaka for advice. He knows much about volunteer work." Mr. Tanaka heard their story, and he showed them a list of volunteer groups. He told them to call one of the groups.

The next Monday Yoshiko and Miki got a letter from the group that told them how to help those children. On Tuesday they said to their classmates, " (F) "

Yoshiko's classmates and their friends started to bring a lot of notebooks and pencils to school the next day. Some of their parents and teachers brought crayons and sketchbooks, too. (G)Yoshiko and Miki were very happy to know that there were so many people who wanted to help the children.

After two months their class got many thank-you letters and pictures from the children. This taught Yoshiko and Miki an important thing. Miki said, "Now I know that one small thing can make a lot of people happy when a lot of people work together." Yoshiko said, "And helping others makes us very happy, doesn't it?"

注 program 番組 ground 地面 reporter 記者 problem 問題 advice 助言
volunteer ボランティア list 一覧表 group(s) 団体 crayon(s) クレヨン
sketchbook(s) スケッチブック thank-you お礼の

1 (A)の指す内容を最もよく表しているものを、次のア～エの中から一つ選び、その記号を書け。

- ア その女の子は、記者に質問されたときに、なぜすぐに答えることができたのか。
- イ その女の子は、なぜ教科書や文房具を持っていなかったのか。
- ウ その子どもたちは、学校で勉強をするときに、なぜ地面にすわっていたのか。
- エ その子どもたちは、苦しい生活をしているなかで、なぜ学校では楽しそうにしていたのか。

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

- ア I really want to do something for the children.
- イ I really want to be a TV reporter.
- ウ I really want to see the TV program again.
- エ I really want to be happy like the girl.

3 (C)の内容を最もよく表しているものを、次のア～エの中から一つ選び、その記号を書け。

- ア I don't know how many children live in that country.
- イ I don't know how we can go to that country.
- ウ I don't know how we can help so many children.
- エ I don't know how the children can help each other.

4 (D)と(E)に当てはまる語の組み合わせとして最も適当なものを、次のア～エの中から一つ選び、その記号を書け。

- ア (D) nothing — (E) something イ (D) something — (E) nothing
- ウ (D) something — (E) something エ (D) nothing — (E) nothing

5 (F)で、良子 (Yoshiko) と美紀 (Miki) が級友に対して言った言葉として最も適当なものを、次のア～エの中から一つ選び、その記号を書け。

- ア Will you tell us how to invite the children?
- イ Will you work with us to help the children?
- ウ Will you help us to build a school for the children?
- エ Will you ask your parents a good way to help the children?

6 良子と美紀が(G)のように感じた理由について、次の二つの () にそれぞれ適当な日本語を入れ、具体的に説明せよ。

() 人々が () ことがわかったから。

7 本文中に書かれている内容と一致するものを、次のア～キの中から二つ選び、その記号を書け。

- ア The girl in the TV program looked sad all the time.
- イ Yoshiko thought about sending the children notebooks and pencils.
- ウ Mr. Tanaka called the volunteer group for Yoshiko and Miki.
- エ Yoshiko and Miki got a letter from the volunteer group about two weeks after they called it.
- オ Yoshiko's classmates helped her, but their parents and teachers did not.
- カ The girl in the TV program said that she needed only crayons and sketchbooks.
- キ Yoshiko learned an important thing — to help others makes her happy.

◆ 解答用紙 ◆

1	
2	
3	
4	
5	
6	() 人々が () ことがわかったから。
7	

◆ 問題 ◆ 15 - 4 - 41

次の英文は、Emi が英語の授業で行ったスピーチの原稿である。これを読んで、下の1～4の問いに答えなさい。

(高知県 2003 年度)

What are your good points? Can you answer this question? I couldn't answer the question until the last year of junior high school. When I was a junior high school student, I didn't try hard in everything. I was not very good at studying. I was not very good at sports, either. I often thought, "I'm not as good as my friends." I didn't enjoy my school life very much.

Mr. Sato was the teacher of my class. He taught us Japanese. One day he told us to write about our good points. "My good points? I don't have any good points," I thought. So I wrote "Nothing."

Mr. Sato told me to come to the teachers' room after school that day. He said, "You have many good points, but you don't know that." "What do you mean, Mr. Sato?" I asked.

He said, "I know you visit an old woman and talk with her on your way home from school. She had no one to talk with before. She was sad and lonely. But now she is happy because you often visit her. You are helping the old woman." I said, "Well, I don't think I'm helping her. I visit her because I just want to see her."

Mr. Sato smiled and said, "Maybe you don't think you are helping her, but now you are very important to her." I was surprised at his words. I was important to her. I was very happy about that. Mr. Sato said, "You have a kind heart. That's one of your good points. You should be proud of yourself, Emi."

I was a student who didn't try hard in everything. But when I talked with Mr. Sato on that day, I found my good points. After that I became a little more confident. I started to do my best in studying and sports. I began to enjoy my school life.

Now I'm studying to be a nurse. Studying is not easy for me. But I'm trying hard. My friends say I have changed. If you know you have good points, you can start to change yourself.

注 good point(s) 長所 lonely 寂しい be proud of ～ ～を誇りに思う
yourself あなた自身 confident 自信がある nurse 看護師

1 本文の内容に合う英文を、次のア～カから二つ選び、その記号を書け。

- ア Mr. Sato was Emi's English teacher.
- イ Mr. Sato told Emi to help the old woman.
- ウ Mr. Sato knew Emi visited the old woman.
- エ Emi hopes to become a nurse.
- オ Emi was not so happy to know her good points.
- カ Emi visited the old woman with Mr. Sato.

2 Mr. Sato が Emi を職員室に呼んで話をした理由として適切なものを、次のア～エから一つ選び、その記号を書け。

- ア Emi が自分のよさは何もないと書いたから。
- イ Emi の国語の成績が悪かったから。
- ウ Emi が進路について悩んでいたから。
- エ Emi がボランティアについてスピーチをすることになったから。

3 文中の下線部の that が指している内容を最もよく表している英文を、次のア～エから一つ選び、その記号を書け。

- ア Emi was told to write about her good points.
- イ Emi was surprised at Mr. Sato's words.
- ウ Emi was important to the old woman.
- エ Emi started to do her best in everything.

4 Emi の主張が最もよく表されている文を文中から抜き出して、英語1文で書け。

◆ 解答用紙 ◆

1	
2	
3	
4	

◆ 問題 ◆ 15 - 4 - 42

次の文章を読んで、後の各問に答えよ。

(福岡県 2003 年度)

Akio and Hideki are good friends. One morning when they were walking to school, Hideki saw a group of people in a park across the street. He said to Akio, "Look! They are cleaning the park." Akio looked at the group and said, "That looks like volunteer work. ① I'm not very interested in it." Hideki said, "There are many things we can do for other people. I think volunteer work is one of them. So, you should think about it a little." "Well, do you do anything for other people?" asked Akio. Hideki answered, "Yes, I sometimes join those people when they do volunteer work." "② Really? I didn't know that. Oh, school will start soon," said Akio. The boys ran to school.

The next Saturday, Akio went out after breakfast. He was walking through the park, and he saw those people again. They were cleaning the park. Akio talked to a woman who was collecting trash and cans in a plastic bag. "Hello. My friend and I saw you here a few days ago. Do you often come to clean this park?" "No, not often. Only a few times in a month," she answered. Akio asked, "Do you have to do this?" "Oh, no. We just want to," the woman said and showed the plastic bag to him. "We collect trash and cans, and clean the park. We sometimes take care of the flowers and plants, too. We like this park." "Oh, do you?" asked Akio. "Yes. A lot of people come to this park to enjoy their time. ③ That makes us happy." the woman said. She smiled and went back to the group.

Akio looked around the park. Some little children were playing, and the trees and flowers were beautiful. Akio thought, "". He ran to the group and said, "Excuse me! Do you have another bag?"

注 collect trash and cans ごみや缶を集める a plastic bag ビニール袋

問1 本文中の下線部①で、「ぼくはそのことにはあまり興味はないけどね。」とあるが、明夫 (Akio) は何に興味がないのか。次のア～エから一つ選び、その記号を答の欄に記入せよ。

- ア ボランティア活動をする事
- イ 英喜 (Hideki) と話すこと
- ウ 学校へ行くこと
- エ 公園で遊ぶこと

問2 本文中の下線部②で、明夫は「ほんとう?」と言っているが、英喜の言ったどのようなことに驚いてそう言ったのか。その内容を、本文中からさがし、日本語で答の欄に記入せよ。

問3 本文中の下線部③で、「そのことで私たちはうれしくなるのよ。」とあるが、そのこととはどのようなことか。その内容を、本文中からさがし、日本語で答の欄に記入せよ。

問4 本文の内容に合っているものを、次の1～6から二つ選び、その番号を答の欄に記入せよ。

- 1 Akio and Hideki saw a group of people on their way to school.
- 2 Hideki told Akio how to join the group of people cleaning the park.
- 3 Hideki wanted Akio to think about volunteer work.
- 4 The people of the group didn't want to clean the park, but they had to.
- 5 The children came to the park to take care of the flowers and plants.
- 6 Hideki was working with the group when Akio looked around the park.

問5 本文中の 内に、本文の内容から考えて、最もよくあてはまるものを、次のア～エから一つ選び、その記号を答の欄に記入せよ。

- ア I will never talk with Hideki again.
- イ Children have to play.
- ウ That woman shouldn't clean this park.
- エ Hideki is right.

◆ 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4 下線部(c)のような気持ちにユキたちがなったのはなぜか。その理由を最もよく表していると思われるものを、次のア～エの中から一つ選んで、その記号を書け。

- ア 生徒たちみんなの協力で学校の電力使用量がかなり減ったから。
- イ 自分たちのクラスと他のクラスの電力使用量に大きな差があったから。
- ウ 節水を心がけたことにより家庭の水道使用量に変化が見られたから。
- エ 学校でのキャンペーンが次第に町にまで広がっていったから。

答

問5 本文の内容と一致するものを、次のア～カの中から二つ選んで、その記号を書け。

- ア Yuki always says 'no' when her mother tells her to bring her bag to the store.
- イ Yuki's teacher told her to speak about the campaign in her town after school.
- ウ After listening to Yuki and Taro's idea about saving water, Tomoko told her idea to the class.
- エ Yuki's class talked about the things to do to save natural resources and began a campaign.
- オ During class, Yuki walked around the school and turned off the lights.
- カ At last, all the classes joined the campaign to waste natural resources for the future.

答

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◆ 解答用紙 ◆

問題文中の解答欄に記入

◆ 問題 ◆ 15 - 4 - 44

次の英文を読み、(1)～(3)の問いに答えなさい。

(大分県 2003 年度)

① What did you do last Saturday?

This question is often asked by many people. Students have more *free time because every Saturday has become a holiday at school. People think students should think about how to use Saturdays well.

I have three children, two boys and a girl. ② Last Saturday my youngest child visited a *nursing home with her friends. One of my boys helped his mother at home. My younger boy went to the park to teach soccer to the little children.

Every week I ask my children, "What are you going to do next Saturday?" They soon answer my question. I think students should to use Saturdays well.

注 free 自由な nursing home 老人ホーム

- (1) 下線部①は、生徒にどのようなことについて考えてほしいと思って質問されるのか。日本語で書きなさい。
- (2) 下線部②の土曜日に、筆者の子どもたちの中で年齢が上から2番目の子どもは、どのようなことをして過ごしたか。日本語で書きなさい。
- (3) 本文の内容から考えて、文中の に入れるのに最も適当なものをア～エから1つ選び、その符号を書きなさい。
- ア have their plans
 - イ have more free time
 - ウ remember what they did
 - エ know they have to stay home

◆ 解答用紙 ◆

(1)	
(2)	
(3)	

◆ 問題 ◆ 15 - 4 - 45

次の英文を読み、(1)～(6)の問いに答えなさい。

(大分県 2003 年度)

Jim was thinking about the next baseball season. He was *captain of his team, the Stars. In his town baseball was very popular and there were many baseball teams for children, from nine to twelve years old. In February one boy on the Stars moved to another town. The Stars needed one more good *pitcher.

Jim put the *poster on the wall of his house to find a pitcher:

One more good pitcher is needed for the Stars baseball team next season !
*Tryouts next Sunday. Write your name here !

On Saturday Jim ran to read it.

①“Oh, no !” he said. “I don’t believe it.”

Just then Mike came to Jim’s house. “Hi, Jim !” said Mike. “How many names are on the poster ?”

“Six. It’s enough,” said Jim. “But the last one on this poster is a girl, my younger sister !”

“Can she play baseball ?” said Mike.

“Just come to my *backyard,” said Jim. They ran to the backyard. They stopped at the wall and looked at Kate. She was practicing baseball with her younger brother.

“She *pitches a good ball !” said Mike.

“Yes. I know she is a good pitcher,” said Jim. “But she can’t play on our team. We haven’t had any girls on our team.”

“But she is really a good pitcher. Maybe she plays better than any boy around here. If we have her on our team, our team will be the best in our town,” said Mike.

②“Yes, I think so, too. But...”

“OK. Tomorrow’s tryout is everything,” said Mike, and he went away.

Jim went into his house and found his father in the kitchen. “Do you need a boy or a good pitcher ?” his father asked Jim. “I saw and heard everything in the backyard. If you want to be the best, ③you should have the right answer to this question.”

The next morning every member of the Stars met in the park. “Jim !” said one of the Stars. “Your sister wants to *try out. You’re our captain. Can a girl try out ?” Everyone waited for Jim’s answer.

Jim didn’t say a word. He thought about being captain and being the best team in his town. He knew ④what he had to do. He walked to Kate and gave the ball to her. “It’s your *turn, Kate.”

After the tryouts, Jim said, “*Vote, please !” Every member wrote a name on paper and put it in a box. Then Jim opened the box and read the names.

“We all voted for the girl,” said Jim.

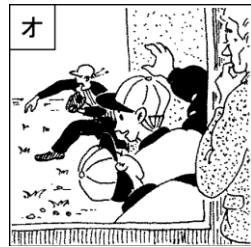
“Really ? Even you ? ⑤Can a girl play on our team ?” said Mike.

“Of course. We all need a good pitcher, and she played the best. Welcome to the Stars, Kate !”

注 captain キャプテン pitcher ピッチャー poster ポスター tryout(s) テスト
backyard 裏庭 pitch(es) 投げる try out テストを受ける turn 順番 vote 投票する

- (1) 下線部①のように Jim が言ったのは、どのようなことがあったからか。日本語で書きなさい。
- (2) 下線部②のこぼに込められている Jim の2つの考え方を、㉞、㉟に分けて、理由を含めて日本語で書きなさい。
- (3) 下線部③で、父親は Jim にどのような答えを期待していると考えられるか。Jim になったつもりで、その答えを I で始めて英語で書きなさい。
- (4) 下線部④は、具体的には何をすることか。ア～エから最も適当なものを1つ選び、その符号を書きなさい。
 - ア Kate をチームに入れないこと。
 - イ Kate にテストを受けさせること。
 - ウ Kate のことについて Mike と相談すること。
 - エ Kate とテストのことについて相談すること。
- (5) 下線部⑤のように Mike が言ったのは、どのような気持ちからか。ア～エから最も適当なものを1つ選び、その符号を書きなさい。
 - ア Kate が選ばれたことに落胆する気持ち。
 - イ Kate をチームに入れることを非難する気持ち。
 - ウ Kate をチームに入れることに Jim も賛成していることを確認する気持ち。
 - エ Kate が野球のテストを受けにきた子どもたちの中で一番上手だったことに驚く気持ち。

⑥ 次のア～オは、本文の中で述べられているうちの5つの場面を絵で表したものである。これらの絵を述べられている順に並べかえ、その符号を書きなさい。



◆ 解答用紙 ◆

(1)	
(2)	㊦
	㊧
(3)	
(4)	
(5)	
(6)	→ → → →

◆ 問題 ◆ 15 - 4 - 46

次の英文は、高校生のきみ子書いたものである。よく読んで、下の問いA, B, C, Dに答えなさい。
(熊本県 2003年度)

I have a friend in England and her name is Emily. Last April she came to Kumamoto and stayed at my house for about three months. She and I went to the same school in my town.

One day in May, Emily and my family talked together to think about the way to spend a holiday. My mother said, "Let's go to a movie. Now we can see a popular movie." My father said, "How about going to Fukuoka to watch a baseball game? That is fun." I said, "That's a good idea. In Fukuoka there are some interesting places we can visit after the game. What do you think, Emily?"

"I like your idea, Kimiko," said Emily. "But how about walking in nature on the holiday? Walking gives us a lot of fun." She talked a lot about the people who enjoyed walking in England. She said, "Many people walk in the fields or in the forests on holidays in England. Walking makes them happy."

We went to a forest in our town on the holiday in May. We did not go there by car. We started walking from our house in the morning. On the street we saw some people and said, "Hello," to them, and we found a lot of things which we could not find when we went by car.

We arrived at the forest at about eleven and had lunch there. It was so nice to have lunch under the blue sky. After lunch we began to walk in the forest. When we were walking, we talked a lot and had a very good time. I saw little birds and small flowers in the forest. I began to think walking in nature was so nice.

Then Emily said, "In England I often walked in the fields or in the forests with my family on holidays. I think there are a lot of things we can enjoy in nature. When we are in nature, we can understand that we are part of nature. But ①in some places of the world, people are losing nature." I said, "We have to ②preserve nature." Then Emily said, "We should know that nature is very important to us, and we should find ways to live with it."

I do not think we need much money to have fun on holidays. There are many ways to enjoy holidays. I think walking in nature is one of them. And it teaches us a lot of important things about nature.

注 England イングランド(イギリス南部の地方) spend a holiday 休日を過ごす
nature 自然 field 野原 lose 失う money お金

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

- ア Emily came to Kumamoto last May and stayed at Kimiko's house for about three months.
- イ Kimiko's idea about the holiday last May was to visit some interesting places in Fukuoka after the baseball game.
- ウ On the holiday last May, Kimiko's family and Emily found a lot of things when they went to the forest by car.
- エ Kimiko's family and Emily started walking from their house at about eleven on the holiday last May.
- オ Kimiko began to think it was very good to walk in nature when she was in the forest on the holiday last May.
- カ Kimiko thinks we should have a lot of money to enjoy holidays.

B 上の本文の内容について、次のア～ウの問いに英語で答えなさい。

- ア Who talked much about the people who enjoyed walking in England?
- イ What did Kimiko see when she was walking in the forest on the holiday last May?
- ウ Does Kimiko think walking in nature is one of many ways to enjoy holidays?

C 文中の下線部①について、私たちはどうするべきであるとエミリーは言っているか。その内容を日本語で答えなさい。

D 文中の下線部②の意味として、最も適当なものを、次のア～オから一つ選び、記号で答えなさい。

- ア 開発する
- イ 鑑賞する
- ウ 保護する
- エ 利用する
- オ 支配する

◆ 解答用紙 ◆

A		
B	ア	
	イ	
	ウ	
C		
D		

◆ 問題 ◆ 15 - 4 - 47

次の英文は、幸司（Koji）が、英語の時間にスピーチをしたときの原稿です。各問いに答えなさい。
（宮崎県 2003 年度）

Today, I will tell you about an experience I had this spring.

Both my father and mother go to work, and they are very busy every day. My sister also works. Now, everyone is helping each other with the housework. But, till this spring, I didn't do anything to help them. When my family shared the housework, I stayed in my room and listened to my favorite music.

This spring, my mother got sick and had to be in the hospital for about a month. My father and sister became busier because they had more work to do at home. They looked very *tired. My sister wanted me to help them, but I did nothing.

One Sunday, we went to the hospital and visited my mother. My father and sister went shopping to buy something my mother needed. At that time, my mother said to me, "Koji, thank you for coming today. You are feeling lonely, aren't you? I miss you. I would like to go home, but ①I can't. I'm afraid your father and sister are very tired. Are you helping them with their housework?" I said, "No." Then, she said, "We are a family of four. ② _____ Your father and sister need your help now. I'm sure you know what to do at home." Her eyes were full of tears.

On that day, I began to help my father and sister with the housework. I began to wash the dishes after dinner with my sister. I also started to clean the *bathroom. Sometimes I helped my father and sister to prepare dinner. They looked happy when I helped them. I began to have more time to talk with them. We talked about many things, such as their work, my school, and the future. I understood them better through the conversations with them. I was busy, but I was glad when I saw their happy faces.

After a month, my mother came back home from the hospital. All of us felt happy. She said to me, "I know you have helped your father and sister a lot. Thank you very much for sharing the housework with them. We are very happy because you have learned you are an important member of the family." ③I was proud of myself.

This experience has changed me, and I have learned an important thing. Helping other people makes me happy. It also makes them happy, of course.

Now I am sharing the housework and enjoying conversations with my family.

I would like to ask you a question. Are you helping your family with the housework?

注 tired 疲れた bathroom 浴室, 風呂

問1 本文の内容から、次の(1)~(3)の質問の答えとして最も適切なものを、それぞれア~エから1つ選び、符号で答えなさい。

- (1) What did Koji's mother want him to do when she was in the hospital?
- ア She wanted him to share the housework with his father and sister.
イ She wanted him to study harder in his room.
ウ She wanted him to listen to many types of music.
エ She wanted him to go shopping with his father and sister.
- (2) Why could Koji understand his father and sister better?
- ア Because he felt lonely without his mother.
イ Because he talked with them more than before.
ウ Because they told him about their favorite music.
エ Because they cooked his dinner every day.
- (3) Koji became busy, but he felt happy. What made him happy?
- ア His favorite music.
イ The dinner his father prepared.
ウ Cooking breakfast every day.
エ The happy faces of his father and sister.

問2 本文中の下線部①I can't とは、何ができないと言っていますか。日本語で簡潔に答えなさい。

問3 本文中の ② _____ の部分に入る最も適切な英文を、次のア~エから1つ選び、符号で答えなさい。

- ア It is very important for us to help each other.
イ It is very easy for me to help you.
ウ It is very sad for us to understand each other.
エ It is very interesting for me to be in the hospital for a month.

問4 本文中に下線部③I was proud of myself とあるが、幸司がそのように感じた理由を本文の内容をふまえて、30字以内の日本語で答えなさい。

問5 本文の内容に合っているものを、次のア〜クから3つ選び、符号で答えなさい。

- ア There are five people in Koji's family.
- イ Koji's mother is a nurse at a hospital.
- ウ Koji didn't do any housework before he talked with his mother at the hospital.
- エ Koji's mother worried about the family when she was in the hospital.
- オ Koji's sister is cleaning the bathroom every day.
- カ Koji has not helped his family with the housework since this spring.
- キ Koji's father usually goes shopping for dinner on his way home.
- ク Koji is doing some housework to help his family now.

◆ 解答用紙 ◆

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

◆ 問題 ◆ 15 - 4 - 48

次は、アフリカ (Africa) のある学校に作られた井戸 (well) についての話です。英文を読んで、あとの1～7の問いに答えなさい。

(鹿児島県 2003 年度)

It was January 1995 in New York. Peter was seven years old. He was surprised when he was listening to his teacher in class. She talked about children in poor parts of Africa. She said, "They don't have much food or good water there, so many children die. They need more wells, but need \$*2,000 for one. If they have \$70, they can buy a hand pump for a well."

That day, when he came home, he said, "Mom, I need \$70 for a hand pump for the children of Africa!" "If you really want the money, you should ①do some work for your dad and me," she said.

He cleaned the house and got two dollars*. He did many other things for the money, but in March, he had only \$30. So he tried hard* to get \$40 more. At last, when he got \$70, he gave the money to a volunteer group. Mr. Lee, a member of the group, said, "Thank you very much. We can buy a hand pump." Peter was happy and said, "I'll do more work for a well."

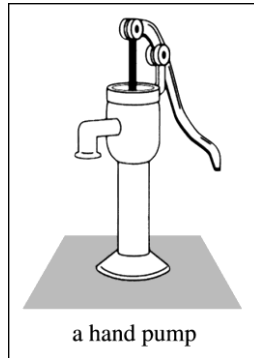
People read ②a story about Peter in a newspaper*, and helped him. When Peter had \$2,000, he talked with Mr. Lee. Mr. Lee told him about a village in Africa. In this village many people lived near the school and needed a well. So they chose to make the well at the school. Mr. Lee said, "It will be easier to make wells if we use a drilling machine*. We need \$25,000 for one." In May, many people saw Peter on TV, and sent him a lot of money. In July, he had \$7,000.

Then other children in his school became interested in Peter's plan and helped him. Peter and his friends sent letters and their pictures to the children of the school in Africa. Two months later Peter got a letter and pictures from Harry, a boy who was eight years old. In the letter, Harry wrote a lot about life in his village, so Peter wanted to go there and meet him.

In November, at last, he got the money for the drilling machine. Then in June, Peter and his parents visited the village with Mr. Lee. At the school many people welcomed them around the new well. The well had these words: ③Peter's Well: Made by Peter for Our Village.

Harry came to Peter and said, "Hello. I'm Harry." "Hi, Harry. I've wanted to see you," Peter answered. They looked happy. An old man said, "Look around at our children. They are all right now. Peter and our friends in New York have done something great for us. For us, ④ is life." Then Peter said, "I will never forget this most wonderful day!"

注 \$=dollar(s) ドル (通貨の単位) hard 懸命に newspaper 新聞
drilling machine 穴を掘るための機械



- 1 下線部①の内容を示す具体的な例を、本文中から見つけ、日本語で書け。
- 2 下線部②の内容として最もふさわしいものを、下のア～エの中から一つ選び、その記号を書け。
 - ア Peter がボランティア団体の代表者になったこと。
 - イ Peter がボランティア団体に手紙を書いたこと。
 - ウ Peter がボランティア団体に 70 ドル寄付したこと。
 - エ Peter がボランティア団体の人から 30 ドルもらったこと。
- 3 下線部③の言葉には、村人の Peter に対するどのような気持ちがこめられているか。下のア～エの中から最もよくあてはまるものを一つ選び、その記号を書け。
 - ア We are sad, Peter.
 - イ Thank you, Peter.
 - ウ We are sorry, Peter.
 - エ Don't worry, Peter.
- 4 ④ に最もよくあてはまる語を、下のア～エの中から一つ選び、その記号を書け。
 - ア peace
 - イ school
 - ウ water
 - エ work
- 5 村人にとって必要な井戸を、Harry の学校に作るようになったのはなぜか。その理由を 25 字以内の日本語で書け。
- 6 次の(A)～(D)の英文を、本文の話の流れに従って並べかえたとき、最も適当なものを下のア～エの中から一つ選び、その記号を書け。
 - (A) Peter sent pictures and wrote to the children in Africa.
 - (B) Peter went to Africa with his parents and Mr. Lee.
 - (C) Peter worked hard to get the money for a hand pump.
 - (D) Peter heard a story about poor children in Africa.
 - ア (C)－(A)－(B)－(D)
 - イ (C)－(D)－(A)－(B)
 - ウ (D)－(A)－(B)－(C)
 - エ (D)－(C)－(A)－(B)

7 次の対話文は, Peter が New York へ帰る直前にアフリカの新聞記者 Jack から受けたインタビューの一部である。(a) ~ (c) に最もよくあてはまる語を, 下のア~オの中からそれぞれ一つ選び, その記号を書け。

Jack : Why did you do this for the children in Africa ?

Peter : My teacher said that many of them (a). So I wanted to do something for them.

Jack : Was it difficult to get so much money ?

Peter : Yes, but I did it because many people (b) me.

Jack : What was the best thing during your stay here ?

Peter : I was happy to see many friends. They are (c) because they have the well.

ア fine イ helped ウ stopped エ died オ wrong

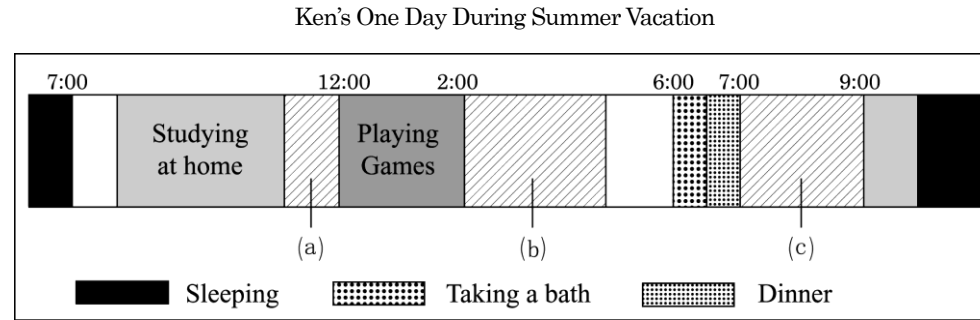
◆ 解答用紙 ◆

1															
2															
3															
4															
5											10				
						20						25	/		
6															
7	a					b					c				

◆ 問題 ◆ 15 - 4 - 49

次のグラフはケンが夏休みのある1日をどう過ごしたかを示しています。グラフと英文を参考にして、下記の質問に答えなさい。

(沖縄県 2003年度)



Ken is a junior high school student. He is a member of the baseball club, and he likes his school very much.

The *graph shows how Ken *spent a day during summer vacation. He got up at seven and started studying at eight. He did his homework until eleven o'clock. After that, he took his dog for a walk for an hour. When he finished lunch, he played computer games.

At two, he went to school to play baseball and he had a game with another junior high school. He did his best, but his school lost the game. When he came home from school, it was six. He *took a bath and had dinner with his family. He watched TV from seven to nine, and he studied English for an hour. After he finished studying, he went to bed.

注 graph グラフ spent (spendの過去形) 過ごした took a bath お風呂に入った

問題1 グラフの中の (a) ~ (c) に入る語句が順序よく並べられているものを、ア~エの中から1つ選び、その記号を書きなさい。

- ア a. Playing baseball b. Taking his dog for a walk c. Watching TV
- イ a. Taking his dog for a walk b. Watching TV c. Playing baseball
- ウ a. Taking his dog for a walk b. Playing baseball c. Watching TV
- エ a. Watching TV b. Taking his dog for a walk c. Playing baseball

問題2 次の英文の下線部に入る適切な語をア~エの中から1つ選び、その記号を書きなさい。

Ken studied at home for _____ hours in the morning.

- ア one
- イ two
- ウ three
- エ four

問題3 グラフ又は本文の内容と一致するものをア~オの中から2つ選び、その記号を書きなさい。

- ア Ken is a junior high school student who is a member of the basketball club.
- イ Ken took his dog for a walk in the afternoon.
- ウ Ken played computer games for two hours.
- エ Ken was very happy because his school didn't lose the game.
- オ It was ten o'clock when Ken went to bed.

◆ 解答用紙 ◆

問題1		
問題2		
問題3		

