

## 1

## 時制と動詞，基本動詞の用法

## 要 点 の 整 理

## 1 動詞の形と用法

- (1) 原形……………**用法** \*否定文・疑問文，命令文，《助動詞+動詞の原形》，《to + 動詞の原形》  
(\*be 動詞を除く。)
- (2) 現在形……………**用法** 現在の文 \*主語が三人称単数を表す語の場合は -s, -es のついた形。
- (3) 過去形……………**用法** 過去の文  
**作り方** 原形に(e)d をつける。不規則動詞の場合はあとの表を参照。
- (4) 過去分詞……………**用法** 現在完了の文，受け身の文，形容詞的用法  
**作り方** 原形に(e)d をつける。不規則動詞の場合はあとの表を参照。
- (5) ~ing 形……………**用法** 進行形の文，形容詞的用法，動名詞 **作り方** 原形に ing をつける。

## 【最重要不規則動詞変化表】

原形	現在形	過去形	過去分詞	~ing 形
<input type="checkbox"/> be	am / is / are	was / were	been	being
<input type="checkbox"/> become	become(s)	became	become	becoming
<input type="checkbox"/> begin	begin(s)	began	begun	beginning
<input type="checkbox"/> break	break(s)	broke	broken	breaking
<input type="checkbox"/> build	build(s)	built	built	building
<input type="checkbox"/> buy	buy(s)	bought	bought	buying
<input type="checkbox"/> catch	catch(es)	caught	caught	catching
<input type="checkbox"/> come	come(s)	came	come	coming
<input type="checkbox"/> do	do(es)	did	done	doing
<input type="checkbox"/> drink	drink(s)	drank	drunk	drinking
<input type="checkbox"/> eat	eat(s)	ate	eaten	eating
<input type="checkbox"/> feel	feel(s)	felt	felt	feeling
<input type="checkbox"/> find	find(s)	found	found	finding
<input type="checkbox"/> get	get(s)	got	got / gotten	getting
<input type="checkbox"/> give	give(s)	gave	given	giving
<input type="checkbox"/> go	go(es)	went	gone	going
<input type="checkbox"/> have	have / has	had	had	having
<input type="checkbox"/> hear	hear(s)	heard	heard	hearing
<input type="checkbox"/> know	know(s)	knew	known	knowing
<input type="checkbox"/> leave	leave(s)	left	left	leaving
<input type="checkbox"/> lose	lose(s)	lost	lost	losing
<input type="checkbox"/> make	make(s)	made	made	making
<input type="checkbox"/> meet	meet(s)	met	met	meeting

原形	現在形	過去形	過去分詞	～ing形
<input type="checkbox"/> read	read(s)	read	read	reading
<input type="checkbox"/> run	run(s)	ran	run	running
<input type="checkbox"/> say	say(s)	said	said	saying
<input type="checkbox"/> see	see(s)	saw	seen	seeing
<input type="checkbox"/> sell	sell(s)	sold	sold	selling
<input type="checkbox"/> show	show(s)	showed	shown	showing
<input type="checkbox"/> speak	speak(s)	spoke	spoken	speaking
<input type="checkbox"/> take	take(s)	took	taken	taking
<input type="checkbox"/> teach	teach(es)	taught	taught	teaching
<input type="checkbox"/> tell	tell(s)	told	told	telling
<input type="checkbox"/> think	think(s)	thought	thought	thinking
<input type="checkbox"/> write	write(s)	wrote	written	writing

- \* 三単現の形に気をつける動詞 carry → carries, cry → cries, study → studies  
 \* 過去形に気をつける規則動詞 carry → carried, cry → cried, study → studied  
 stop → stopped  
 \* ~ing 形に気をつける動詞 cut → cutting, sit → sitting, swim → swimming  
 (上の表にあるものを除く) stop → **stopping** (\*listen → listening, visit → visiting)

## ② 文の時制と動詞の形

☆ 次の日本語に合う英文になるように、.....に適する語を書きなさい。

(1) 現在の文……現在形を用いる

- ① わたしは毎朝公園を走ります。I ..... in the park every morning.  
② わたしの兄は大学で歴史を勉強しています。My brother ..... history at a college.

(2) 現在進行形の文……《is[am / are] + ~ing 形》

- わたしはマイクに手紙を書いているところです。I ..... to Mike.

(3) 過去の文……過去形を用いる

- ① その生徒たちはわたしを手伝ってくれました。The students ..... me.  
② わたしはその本屋で辞書を買いました。I ..... a dictionary at the bookstore.

(4) 過去進行形の文……《was[were] + ~ing 形》

- メアリーは音楽を聴いているところでした。Mary ..... to music.

(5) 現在完了の文……《have[has] + 過去分詞》

- ① わたしは大阪に二年間住んでいます。  
 I ..... in Osaka for two years.  
② その試合はすでに始まってしまった。The game ..... already .....

**注** 未来は《will + 動詞の原形》, または《is[am / are] going to + 動詞の原形》で表す。

- ① 彼女はパーティーに来るでしょう。She ..... to the party.  
② わたしたちはあした京都を訪れる予定です。  
 We ..... visit Kyoto tomorrow.

### 3 重要動詞の用法

☆ 次の日本語に合う英文になるように、.....に適する語を書きなさい。

- (1) 妹は今、宿題をしているところです。My sister is ..... her homework now.
- (2) わたしは毎日、8時に学校に出かけます。I ..... for school at eight every day.
- (3) 手紙には「わたしは元気です。」とありました。The letter ....., "I'm fine."
- (4) 彼はここへたくさんの花を持ってきました。He ..... a lot of flowers here.
- (5) わたしはトムをパーティーに招待しました。I ..... Tom ..... the party.
- (6) わたしは駅まで歩いて行きました。I ..... the station.
- (7) ブラウン先生はその新入生をわたしたちに紹介してくれました。

Mr. Brown ..... the new student ..... us.

- (8) この前の土曜日、メアリーはそのお年寄りの家にわたしを連れて行きました。

Mary ..... me ..... the old man's house last Saturday.

- (9) わたしたちはおたがいに知り合って20年になります。

We have ..... each other for twenty years.

### 4 補語をとる動詞, 目的語を二つとる動詞, 目的語と補語をとる動詞

- (1) 補語をとる動詞.....look, become, feel, get, grow など

- ① He *looks* tired. 「彼は疲れているように見える。」
- ② He will *get* well soon. 「彼はすぐよくなるでしょう。」
- ③ I *feel* happy. 「わたしはうれしく感じる。」

- (2) 目的語を二つとる動詞.....give, show, tell, teach, lend, send, bring, buy, make, ask など

- ① I'll *give* you this watch. 「あなたにこの腕時計をあげましょう。」
- ② Please *buy* me that bike. 「わたしにあの自転車を買ってください。」

- (3) 目的語と補語をとる動詞.....call, name, make など

- ① We *call* him Ken-chan. 「わたしたちは彼を健ちゃんと呼びます。」
- ② The song *makes* people happy. 「その歌は人々を幸せな気持ちにします。」

### 5 紛らわしい動詞の使い分け

☆ 次の.....に入る最も適当な語を右からそれぞれ一つずつ選び、必要に応じて文中での適する形に直して答えなさい。ただし、同じものを二度使ってはいけません。

- (1)① I ..... about Japanese culture with him last Friday.

② He smiled and ..... to me, "I'll help you."

③ My father can ..... both English and French.

④ The girl didn't ..... me about her family.

say  
tell  
talk  
speak

- (2)① Please ..... at this map.

② I looked out of the window, and I ..... the beautiful lake.

③ I ..... TV for two hours last night.

watch  
look  
see

- (3)① I was ..... to an English program on the radio.

② I felt sad when I ..... the news.

hear  
listen

## 練成問題

1 次の文をもとにして、あとの日本語の意味を表す英文を作りなさい。

(1) I am busy.

- ① 「きのうは忙しかった。」 .....
- ② 「あしたは忙しいでしょう。」 .....
- ③ 「先週からずっと忙しい。」 .....

(2) We live in Tokyo.

- ① 「去年住んでいました。」 .....
- ② 「来年住むつもりです。」 .....
- ③ 「二年間ずっと住んでいます。」 .....

(3) My father goes to America.

- ① 「三年前に行きました。」 .....
- ② 「来月行く予定です。」 .....
- ③ 「三回行ったことがあります。」 .....

(4) The train arrives at the station.

- ① 「五分前に着きました。」 .....
- ② 「五分で着くでしょう。」 .....
- ③ 「ちょうど着いたところです。」 .....

(5) I read the book.

- ① 「今、読んでいるところです。」 .....
- ② 「そのとき、読んでいるところでした。」 .....

(6) My brother swims in the sea.

- ① 「今、泳いでいるところです。」 .....
- ② 「そのとき、泳いでいるところでした。」 .....

(7) Mr. Brown is sick.

- ① 「病気ではありません。」 .....
- ② 「病気ではありませんでした。」 .....

(8) Jane eats Japanese food.

- ① 「食べません。」 .....
- ② 「食べないでしょう。」 .....
- ③ 「一度も食べたことはありません。」 .....

(9) I write to Jane.

- ① 「今、書いているところではありません。」 .....
- ② 「書きませんでした。」 .....
- ③ 「まだ書いていません。」 .....

(10) I buy a new hat.

- ① 「買いませんでした。」 .....
- ② 「買うつもりはありません。」 .....

2 次の英文を動詞の意味に注意して日本文に直しなさい。

□(1)① I have two sisters and one brother.

( )

② This room has five windows. ( )

③ I had some bread for lunch. ( )

④ We have had no rain for a week.

( )

□(2)① I called your name many times. But you didn't hear me.

( )

② Where were you last night? I called you at seven, but no one answered.

( )

③ Can I call you Ben? ( )

□(3)① I asked Mr. Smith some questions.

( )

② I asked Yumi, "Please play the piano for me."

( )

●③ The old woman asked me to close the window.

( )

□(4)① I took the newspaper to my father. \*newspaper 新聞

( )

② You can take a bus when you go there.

( )

③ I have taken pictures of birds for a long time.

( )

④ "How do you like this?" — "I like it very much. I'll take it."

( )

⑤ Usually I take a bath before dinner. \*bath 風呂

( )

⑥ It takes ten minutes from here to the library.

( )

□(5)① I make breakfast every day. ( )

② Mary made her sister a pretty doll. \*doll 人形

( )

③ The letter from Tom made Mary very happy.

( )

□(6)① I always get home at six. ( )

② I got a letter from my uncle this morning.

( )

③ Don't get angry, please. ( )

3 次の \_\_\_\_\_ に入る最も適当な語をあとからそれぞれ一つずつ選び、必要に応じて文中での適する形に直して答えなさい。

- (1) We are going to \_\_\_\_\_ the baseball game on TV tonight.
- (2) Please \_\_\_\_\_ me Beth.
- (3) The work will \_\_\_\_\_ us very tired. \*tired 疲れた
- (4) I \_\_\_\_\_ to the new CD last night.
- (5) Mrs. Green \_\_\_\_\_ me the picture last Wednesday.
- (6) My brother likes math and \_\_\_\_\_ it every day. \*math 数学
- (7) I \_\_\_\_\_ my bike to the library yesterday.
- (8) He \_\_\_\_\_ busy when I saw him.
- (9) I saw an American at the station yesterday. He \_\_\_\_\_ good Japanese.

listen, look, ride, speak, study, watch, show, call, make

4 次の日本語に合うように、( )内の語句を並べかえて英文を作りなさい。ただし、下線部の語は必要に応じて文中での適する形に直しなさい。

- (1) わたしの姉は三年前に英語の教師になりました。  
( an English / my sister / become / teacher ) three years ago.

- (2) 由美はその仕事をちょうど終えたところです。  
( has / the work / just / Yumi / finish )

- (3) 恵子はおばにクリスマス・カードを送りました。  
( send / Keiko / her aunt / a Christmas card )

- (4) スミスさんはわたしたちを彼の家を招待してくれました。  
( invite / his house / us / Mr. Smith / to )

- (5) わたしは一度も沖縄に行ったことがありません。  
( never / Okinawa / I / be / to / have )

- (6) 妹は今、宿題をしているところではありません。  
( do / her homework / is / my sister / not ) now.

- (7) 彼らはわたしにその大学へ行く道を教えてくださいました。  
( the way / the college / tell / me / they / to )

- (8) わたしは自分の娘を「愛」と名づけるつもりです。  
( name / I / going / am / my daughter / to / Ai )

## 3

## 条件英作文

## 頻出パターン演習

## A 質問に答える

**例題** 次の質問に対して、あなたならどのように答えますか。答えとなる三語以上の英文を一つずつ作りなさい。(福岡)

- (1) How do you feel on your birthdays?
- (2) What do you want to do on your next birthday?

- ヒント**
- ① どのようなことをたずねられているのかを読みとる。特に、疑問詞に注意する。
    - (1) どのように感じるか (2) 何をしたいか
  - ② 主語と動詞を忘れずに書くようにする。基本的には、動詞は質問の文に用いられているものを繰り返す。
    - (1) I feel (2) I want to
  - ③ 質問の文中の必要のない語句は繰り返さなくてもよい。ただし、語数などの条件に十分気をつけること。

- 解答例**
- (1) I feel **happy** (on my birthdays).
  - (2) I want to **get a new bike** (on my next birthday).

## B 質問の文を作る

**例題①** 次のような場合、あなたはグリーン先生(Ms. Green)に何と言いますか。英語で書きなさい。(青森、静岡)

- (1) 日本語が書けるかどうかをたずねる場合。
- (2) グリーン先生の国には日本語を話す人がたくさんいるかどうかをたずねる場合。
- (3) 放課後の先生の予定をたずねたい場合。

- ヒント**
- ① 実際にたずねるときに言う文を考える。特に、主語に気をつける。
    - (1) 「あなたは日本語を書くことができますか。」
    - (2) 「あなたの国では多くの人日本語を話しますか。」
    - (3) 「あなたは放課後何をする予定ですか。」
  - ② 用いる(助)動詞や、文の主語と時制、疑問詞を用いる場合などに注意して疑問文を作る。
    - (1) can を用いる疑問文
    - (2) 一般動詞を用いる疑問文〔主語は many people〕
    - (3) 疑問詞 what を用いる be going to の文

- 解答例**
- (1) Can you write Japanese?
  - (2) Do many people speak Japanese in your country?
  - (3) What are you going to do after school?

**例題②** 答えの文から質問の文を作る

右の絵で示した場面での対話となるように、, に入る適当な英文を書きなさい。

(群馬)

Taro : Excuse me. I want to go to the  
City Library.

Bus driver : Yes, it does.

Taro :

Bus driver : At 10:30. Please get on the bus  
soon.



**ヒント** ① 答えの文から、質問の文の形や、主語などの見当をつける。

- ① ・ Yes で答えている。→ 疑問詞を用いない疑問文で質問したと考えられる。  
 ・ 主語は it。代名詞に直っているの、もとの名詞を考える。  
 ・ does を用いて答えている。→ 一般動詞を用いた現在の文であると考えられる。  
 ② 時刻を答えている。→ 時刻をたずねる疑問文を考える。  
 \* 主語や動詞は省略されているので、前後の対話から考えて補う。

② 主語と動詞のある疑問文を日本語で考える。

- ① 「このバスはそこ (= the City Library) へ行きますか。」  
 ② 「何時にこのバスは出発しますか。」

**解答例** ① Does this bus go there (= to the City Library)?

② What time does this bus leave?

**C あいさつ、会話表現など**

**例題** 次のような場合、あなたはグリーン先生 (Mr. Green) に何と言いますか。英語で書きなさい。

(鳥取, 静岡)

- (1) 朝、グリーン先生に出会った場合。  
 (2) グリーン先生がろうかで何か困っている場合。  
 (3) 先生の話す英語が速すぎて、よく聞き取れない場合。

**ヒント** ① よく使われるあいさつや会話表現などを整理してまとめておく。まず、言えることが大切なので、何度も口に出して覚え、それから書けるように練習する。

② いろいろな表現を使える場合が多いので、確実に覚えている表現で答えるようにする。

③ 決まった会話表現などが浮かばないときは、場面や状況を正確につかんだ上で適当な言葉を考えて、それを英語で表現するのもよい。→ (3) 「もっとゆっくり話してくれませんか。」

**解答例** (1) Good morning (, Mr. Green).

(2) What's the matter (with you)? / What's wrong (with you)? / What's up? など。

(3) (I beg your) Pardon? / Say it again, please.

Will you speak more slowly? など。

## 練成問題

- 1 【頻出パターンA】 次は Hiroko と Mr. Smith との対話です。Hiroko になったつもりで、①、②に適切な英文を書きなさい。ただし、英文は三語以上とし、クラスパーティーの時間や内容については、自分で設定すること。 (滋賀)

Hiroko : Mr. Smith, we'd like to invite you to our class party next Saturday.

Mr. Smith : O.K. What time will it begin?

Hiroko : ①.....

Mr. Smith : Are you going to have the party in your classroom?

Hiroko : Yes, we are. 5

Mr. Smith : What are you going to do at the party?

Hiroko : ②.....

Mr. Smith : \*That sounds interesting. Do you want me to do anything at the party?

Hiroko : Yes, we do. Will you please sing some English songs?

Mr. Smith : All right. I am happy to do that. 10

Hiroko : Thank you very much. See you at the party, then.

【語句】 That sounds interesting. それはおもしろそうですね。

- 2 【頻出パターンB】 次の場合、相手にどのように言えばよいですか。英語で書きなさい。  
(栃木, 青森, 静岡)

□(1) あしたの予定をたずねる場合。

.....

□(2) 外国から来た先生に、学校で日本語を学んだことがあるかどうかをたずねる場合。

.....

□(3) オーストラリアから来た留学生をあなたの家に招いて、いっしょに食事をして、食事の感想をたずねる場合。

.....

- 3 【頻出パターンB】 あなたの学校に海外からの訪問者が来ました。その人の国やその国の人々について、あとにあげたことに関する英語の質問の文を作りなさい。質問の文は、下の例を参考にして、それぞれのことがらについて一つずつ書くこと。 (栃木)

例 “スポーツ”ということに関する質問の文

例① What sport is popular in your country?

例② Do many people play baseball in your country?

① 国の広さ    ② 自然    ③ ことば    ④ 乗り物

□① .....

□② .....

□③ .....

□④ .....

4 【頻出パターン B】 右の絵で示した場面での対話となるように, ①, ②に入る適当な英文を書きなさい。

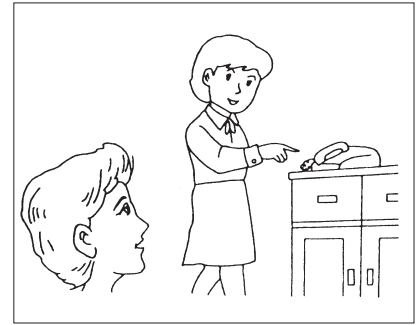
(群馬)

Mari : ①.....

Ms. Green : Yes, you may.

Mari : Thank you. ②.....

Ms. Green : I see. Your mother will be happy to talk 5  
with you.



5 【頻出パターン A・B】 次は, Masao と留学生の Sarah との対話です。あなたが Masao になったつもりで, ①~③に適当な英語を一文, または二文で書きなさい。

(鳥取)

Masao : I hear you like music, Sarah?

Sarah : Yes. I like \*classical music. And I play the piano every day.

Masao : ①.....

Sarah : About one hour. How about you, Masao?

Masao : Well, I like sports better than music. 5

Sarah : What sport do you like?

Masao : ②.....

Sarah : Really? I'm interested in it, too.

Masao : Oh, are you? ③.....

Sarah : Sure. I'm \*looking forward to next Saturday. 10

【語句】 classical music クラシック音楽 look forward to ...を楽しみに待つ

6 【頻出パターン C】 次の場合, 相手にどのように言えばよいですか。英語で書きなさい。

(栃木)

□(1) 図書館へ行って勉強しようと誘う場合。

.....

□(2) お茶をすすめる場合。

.....

7 【頻出パターン C】 次の①, ②のそれぞれの対話が自然な流れになるように, .....に入る適当な英文を書きなさい。

(富山)

□① Joe : Happy birthday, Mariko. This is for you.

Mariko : Oh, beautiful flowers! Thank you very much.

Joe : .....

□② 店員 : .....

Lucy : Yes. I'm looking for a bag for my mother. Will you show me some?

店員 : All right. Wait here, please.

## 3

## 長文読解

1 《テーマ：異文化理解》 次の文章を読んで、あとの問いに答えなさい。

(新潟)

語句の確認

tea word color idea language example draw mean  
drunk < drink own between foreign country a piece of

Do you like tea? In Japanese “tea” usually means green tea. In English “tea” usually means black tea. Have you ever drunk black tea? We call black tea *kocha* in Japanese. When this word is written in *kanji*, we think it means “red” tea. You may say, “When I saw *kocha* in my cup, it looked red.” People who speak English do not call it “red” tea. They call it black tea or just tea. People see the same tea and they give it different color 5 names in different languages. So it is very interesting to study a foreign language, and it is important to learn that people have different ideas about the same thing. Are there any other examples of this?

What is the color of the sun? Japanese children use a red piece of \*crayon when they draw the sun, because Japanese people think it is red. But American children use a 10 yellow piece of crayon for the sun. So some people think that it is red, but other people think that it is yellow. Japanese children use yellow for the moon. Do American children also use ( ① ) for the moon? In some countries children use white.

There is another question about colors. How many colors does a \*rainbow have? Many Japanese children will say, “② Seven.” But people from other countries may say, 15 “Six.” There are some people who will say, “Three.” Have you ever tried to \*count the colors? Let’s try to look at a rainbow. We can sometimes see a rainbow when it stops raining. Is it easy to count the colors? No, it isn’t. We can’t see the \*borders between the colors \*clearly. Then why do those Japanese children think that  ③ ? In Japan people say to children, “You can see seven colors in a rainbow.” And children think 20 that this is right. In some other countries, people think that it has six colors and they tell children so.

People in different countries often think in different ways. Remember this when you see the sun, the moon, and a rainbow. Try to see things with your own eyes.  ④ How do people in different countries think? It is interesting to know 25 ⑤ this. It is also important when we try to understand people in foreign countries and become friends with them.

【語句】 crayon クレヨン rainbow 虹 count 数える border 境界, 境目  
clearly はっきりと

□(1) ( ① )に入る最も適当な色を表す語を答えなさい。ただし、文中で用いられている語とします。

□(2) 下線部②について、多くの日本の子どもたちがこのように答える理由を、日本語で答えなさい。

( )

□(3) ③に入る適当な語句を答えなさい。

□(4) ④に入る最も適当な文を次から一つ選び、記号で答えなさい。

[ ]

ア You may be able to think about things in different ways.

イ You will see a new rainbow which has no colors.

ウ There are many different languages in the world.

エ People always think in the same way.

□(5) 下線部⑤の this の具体的な内容を日本語で答えなさい。

( )

□(6) 本文の内容に合うものを次から三つ選び、記号で答えなさい。

[ ] [ ] [ ]

ア Japanese people like to drink green tea and they never drink black tea.

イ In English people call Japanese green tea black tea.

ウ American children think that the color of the sun is yellow.

エ Japanese children always use white for the moon.

オ Some people think that there are only three colors in a rainbow.

カ It is not easy to see the borders between the colors of a rainbow.

キ Only Japanese people want to become friends with foreign people.

## REVIEW

◎この文章の第一段落から第三段落では、それぞれ具体的な例をあげて、日本と外国との color のとらえ方の違いが述べられています。例として何があげられていますか。また、日本と外国とではとらえ方がどのように異なっていますか。それぞれ段落ごとにまとめてみましょう。

### 【第一段落】

.....

.....

### 【第二段落】

.....

.....

### 【第三段落】

.....

.....

2 《テーマ：国際援助》 次の文章を読んで、あとの問いに答えなさい。

(和歌山)

語句の確認

village volunteer chance collect built < build for example more than  
at last wait for be interested in

Do you know that about 900,000,000 people in the world can't read and write? Most of them live in \*developing countries. In those countries there are many children who have no schools in their villages. There are also many children who must work to get money. Such children can't learn reading and writing at school. A boy in \*Bangladesh says, "I'm now fifteen years old. I work in a town which is far away from my village. I haven't seen my mother for a long time. I want to write a letter to her, but ① I can't. I don't know how to read and write."

\*UNESCO wanted to help those people in developing countries. So it started a \*campaign to help them in 1990. Many Japanese volunteers have worked hard for this campaign. For example, they have collected much money to build schools in the countries. They have built more than 5,000 small schools in the countries. ② This kind of ( called / small / is / a *terakoya* / school ). People learn reading and writing there. *Terakoyas* have helped many people. More than 300,000 people learned at *terakoyas*. Many people go there after work at night. The boy in Bangladesh also learns at a *terakoya* after work every night. He says, "I will be able to write a letter to my mother soon. ③ That day will be the happiest day in my life." Now a lot of people in developing countries learn at *terakoyas*. But there are still many people who can't learn reading and writing. Much more *terakoyas* are needed.

Some school children in Oita-ken were interested in the campaign by UNESCO three years ago. They wanted to do something for the people \*in trouble. And they began to collect \*misused pre-stamped \*postcards. Such postcards can be \*exchanged for money. They worked hard, but they could not collect many postcards. ④ So they ( work / asked / their / of / to / school / all the children ) with them. At last they could collect 7,000 misused pre-stamped postcards. The money they got was used to build more *terakoyas*.

Those children in Oita-ken teach us a very important thing. Each of us can do something to help people in trouble. And if we work with other people, we can do much more. People in developing countries are waiting for their chances to learn at school. Our friends in the world are waiting for our volunteer \*spirit. Let's work together to help them.

【語句】 developing countries 発展途上国 Bangladesh バングラデシュ UNESCO ユネスコ  
campaign 運動, キャンペーン in trouble 困っている  
misused pre-stamped 書き損じた postcard はがき exchange 交換する  
spirit 精神

□(1) 下線部①の理由を日本語で答えなさい。

( )

□(2) 下線部②の( )内の語句を意味が通るように並べかえなさい。

This kind of .....

□(3) 下線部③の That day の具体的な内容を日本語で答えなさい。

( )

□(4) 下線部④の( )内の語句を意味が通るように並べかえなさい。

So they ..... with them.

□(5) 本文中で述べられている *terakoya*(寺子屋)の目的は何ですか。日本語で答えなさい。

( )

□(6) 本文の流れに合うように次のア～エの文を並べかえ、その順序を記号で答えなさい。

[ ] → [ ] → [ ] → [ ]

ア It is important for us to work with others for the people in developing countries.

イ In developing countries there are many people who can't read and write.

ウ The school children worked together to build more schools in developing countries.

エ There are many *terakoyas* in developing countries, but the people in those countries need more *terakoyas*.

□(7) 大分県の子どもたちの行動から、わたしたちはどのようなことを学ぶことができますか。日本語で答えなさい。

( )

#### REVIEW 関係代名詞, 名詞を修飾する節

◎この文章には、関係代名詞を用いた文などが多く用いられています。文の構造と意味をもう一度確認しましょう。

(1) There are many children who have no schools in their villages.

(2) I work in a town which is far away from my village.

(3) The money they got was used to build more *terakoyas*.

\*上の文を参考にして、次の日本文を英文に直してみましょう。

(1) その国には、学校に通うことのできない多くの子どもたちがいます。

In the country .....

(2) わたしは毎週日曜日に、家の近くにある図書館に行きます。

Every Sunday .....

(3) わたしたちが作ったいすは、その子どもたちに使われています。

.....

3 《テーマ：エビと環境問題》 次の文章を読んで、あとの問いに答えなさい。

(福井)

語句の確認

problem future even die lost < lose behind cut down

There is a lot of food to eat in Japan. We can enjoy many different kinds of food \*such as Japanese food, Chinese food, and American food. It is easy for Japanese people to get them. There are many good places to eat at, even in small towns. These days \*more and more people are becoming interested in food, and TV \*programs about food are also very popular. 5

But do you know that there are many problems about our food? Think of \*shrimps, for example. Today we eat a lot of shrimps. In 1960 only 625 \*tons of shrimps came from other countries, but about 300,000 tons of shrimps came last year. About 70 \*percent of the shrimps that we eat come from \*Asian countries such as \*Indonesia and \*India. So Japan is one of the most important countries to them. Now there are some big problems in such countries. Many large boats come to the countries to get shrimps, but they catch a lot of fish with the shrimps, too. They even catch very small fish. More and more people in those countries are becoming worried about the future. They do not think that they will be able to catch fish in some years. 10

There are some \*environmental problems about shrimps, too. The fish which the large boats catch with shrimps die soon, and those fish are \*dumped into the sea. So the sea water becomes \*dirty. Another problem is about growing shrimps. It was difficult to catch enough shrimps in the sea. So they began to grow shrimps in \*ponds. They are cutting down trees and making large ponds. They lost a lot of \*forests and they are still losing more forests now. 15 20

There is a different kind of problem about shrimps. The boats which catch shrimps need a lot of \*oil. About 10 tons of oil is used to catch only one ton of shrimps! We eat a lot of shrimps, but we do not know much about these problems.

We enjoy a lot of food every day, but we do not have much \*knowledge about the problems behind the food. Shrimps are one of the examples. It is important for us to try to understand those problems better. 25

【語句】 such as …のような more and more ますます多くの program 番組 shrimp エビ  
ton トン〔重さの単位〕 percent パーセント Asian アジアの Indonesia インドネシア  
India インド environmental 環境の dump 捨てる, 処分する dirty 汚れた  
pond 池 forest 森林 oil 石油, 油 knowledge 知識

□(1) 本文中に、アジアの人々が将来について心配していることがあると書かれていますが、それは何ですか。日本語で答えなさい。

( )

□(2) エビが森林破壊につながっているのはなぜですか。その理由を日本語で答えなさい。

( )

□(3) 本文の内容に合うように、次の問いに英語で答えなさい。

Why is Japan important to Asian countries such as Indonesia and India?

.....

□(4) 本文の内容に合うものを次から二つ選び、記号で答えなさい。 [ ] [ ]

ア In Japan, we cannot eat many kinds of food in small towns.

イ People in Japan like to watch TV programs about food.

ウ In Japan, people ate more shrimps in 1960 than today.

エ Japan buys a lot of shrimps from countries in Asia now.

オ A lot of oil makes the sea water dirty.

カ The boats do not need much oil when they catch shrimps.

□(5) この文章で筆者が結論として述べていることは何ですか。日本語で答えなさい。

( )

## REVIEW

◎この文章は、わたしたちがふだんにげなく食べているエビを通して、その背後にあるいろいろな問題について述べたものです。しかし、この文章はひとつの例に過ぎません。ほかにも、日本に関係がありながら、実際の環境破壊が日本以外のところで起こっているような場合が数多くあります。「割り箸」を例に、次のようなことを調べて考えてみましょう。

\* 割り箸(chopsticks)ができるまで

.....

\* 熱帯雨林(rain forest)と環境問題(environmental problem)

.....

\* 発展途上国(developing countries)と経済問題(economic problem)

.....

\* わたしたちは何をすべきか(What Should We Do?)

.....



## ▶ 確認問題

☆ 次の( )内の語を、必要に応じて文中での適する形に直して書きなさい。ただし、二語になる場合もあります。

- 1 (1)①  a) I (study) English every day. 「勉強します」  
 My brother (study) English before dinner. 「勉強します」  
 b) I am (study) English now.  
 c) I have (study) English for three years.
- ②  a) Mary (write) a letter to her mother yesterday.  
 b) Mary was (write) a letter to her mother then.
- ③  a) My mother will (come) back home by six.  
 I am going to (come) back home by six.  
 b) You must (come) back home by six.
- (2)①  a) I want (play) tennis.  
 b) I went to the park (play) tennis.  
 I was very happy (play) tennis with him.  
 c) I had no time (play) tennis then.  
 d) I want you (play) tennis with me.  
 I don't know how (play) tennis.  
 It is not so easy for me (play) tennis well.
- ② I enjoyed (play) tennis with them.  
 (Play) tennis is a lot of fun.  
 You have to finish your homework before (play) tennis.
- ③  a) The boy (play) tennis over there is my brother.  
 b) The tennis match (play) by the players was very exciting.  
 \*match 試合
- (3)  ① English is (speak) in this country.  
 ② Ken, (speak) in English, please.  
 ③ Let's (speak) in English in this class.
- 2  (1) Mike is very (tall).  
 Mike is as (tall) as Tom.  
 (2) Mike is (tall) than Tom.  
 Who is (tall), Mike or Tom?  
 (3) Mike is the (tall) in his family.  
 Mike is one of the (tall) students in his class.
- 3  (1) There is a (book) on the desk.  
 We have had no (rain) for a week.  
 (2) There are many (book) in the library.  
 We caught ten (fish) in the river yesterday.  
 I had three (cup) of (coffee).

## 実 戦 問 題

- 1 次の〔 〕に入る最も適当な語(句)をあとからそれぞれ一つずつ選び、記号で答えなさい。
- (1) Kumiko has no time〔 〕her homework. (沖縄)  
 ア do イ to do ウ did エ doing
- (2) Mary〔 〕here since she came to Japan in 1990. (沖縄)  
 ア lived イ have lived ウ has lived エ lives
- (3) Who is the woman〔 〕a green dress? (島根)  
 ア wear イ wears ウ wore エ wearing
- (4) This station〔 〕five years ago. (神奈川)  
 ア build イ was building ウ built エ was built
- (5) This story〔 〕a long time ago. (栃木)  
 ア is written イ was written ウ is writing エ was writing
- (6) I〔 〕lunch an hour ago. (栃木)  
 ア eat イ ate ウ eaten エ eating
- (7) The camera〔 〕by Kiyoshi was my sister's. (沖縄)  
 ア break イ broke ウ broken エ breaking
- (8) Tom is the〔 〕of all the boys in his class. (栃木)  
 ア tall イ taller ウ tallest エ very tall
- (9) What time did you〔 〕lunch today? (島根)  
 ア to have イ had ウ having エ have
- (10) Many people speak English in the world, but there are also many people who〔 〕English. (神奈川)  
 ア don't speak イ are spoken ウ not speaking エ speaks
- (11) Who〔 〕dinner at your house every day? (沖縄)  
 ア cook イ cooks ウ cooking エ to cook
- (12) 〔 〕a letter in English is interesting. (神奈川)  
 ア Write イ Wrote ウ Writes エ Writing
- (13) The girl talking with the boys〔 〕my sister very well. (神奈川)  
 ア know イ knows ウ knowing エ to know
- (14) Look at the picture over there. That is a picture〔 〕by my father.  
 ア draw イ drew ウ drawn エ drawing
- (15) We drink〔 〕water in the summer than in the winter. (沖縄)  
 ア little イ much ウ many エ more
- (16) Please〔 〕quiet, class. (栃木)  
 ア am イ is ウ are エ be
- (17) Ben asked me〔 〕here. (栃木)  
 ア wait イ waited ウ waiting エ to wait
- (18) My name is Kenji. When I was a child, I was〔 〕Ken-chan. (島根)  
 ア call イ calls ウ called エ calling

2 次の \_\_\_\_\_ に、あとの[ ]内の語を必要に応じて文中での適する形に直して書きなさい。ただし、二語になる場合もあります。

- (1) My father \_\_\_\_\_ a nice watch to me last Sunday. [give] (埼玉)
- (2) Now I have to stop \_\_\_\_\_. I'll write again soon. [write] (長野)
- (3) My horse was the \_\_\_\_\_ of the three. [big] \*horse 馬 (茨城)
- (4) When we went up to the hill near the farm, my horse often \_\_\_\_\_. [stop]
- (5) Three horses were \_\_\_\_\_ to us by a boy. [bring] (茨城)
- (6) He was \_\_\_\_\_ a newspaper at his desk. [read] \*newspaper 新聞 (徳島)
- (7) Have you ever \_\_\_\_\_ black tea? [drink] (新潟)
- (8) How about \_\_\_\_\_ to the old people's home next Sunday? [go] (徳島)
- (9) The boy began to eat an apple \_\_\_\_\_ by his mother. [give] (香川)
- (10) Her hobby is \_\_\_\_\_. [swim] \*hobby 趣味 (茨城)
- (11) How many \_\_\_\_\_ does Mrs. Sato have? [child]
- (12) I want something \_\_\_\_\_. [drink] (岐阜)
- (13) I was surprised \_\_\_\_\_ the news. [hear] (宮崎)
- (14) Last Sunday Keiko \_\_\_\_\_ her dog to Nancy's house. [take] (茨城)
- (15) When she went to America two years ago, she \_\_\_\_\_ origami to some American students. [teach] (兵庫)
- (16) Nancy has \_\_\_\_\_ in Japan with her family since last September. [be] (茨城)
- (17) This pen is \_\_\_\_\_ than that one. [good]
- (18) I was \_\_\_\_\_ to the hospital. [take] \*hospital 病院 (富山)
- (19) We often enjoyed \_\_\_\_\_ origami when we were children. [make] (兵庫)
- (20) I have \_\_\_\_\_ that there are many people who want to learn Japanese in Australia. [hear] (徳島)
- (21) Just then a little girl \_\_\_\_\_ near her stood up and said, "Please come and sit here." [sit] (岐阜)
- (22) You didn't say anything when we were \_\_\_\_\_ dinner this evening. [have] (高知)
- (23) Taro has the \_\_\_\_\_ books in his class. [many]
- (24) She can swim \_\_\_\_\_ than anyone else in her class. [fast] (茨城)

3 次の日本語に合う英文になるように、\_\_\_\_\_ に適する語をそれぞれ一語ずつ書き入れなさい。ただし、( )内に示した文字で始まる語とします。

- (1) 山田さんはわたしの父より若い。 (神奈川)  
Mr. Yamada is \_\_\_\_\_ than my father. ( y )
- (2) わたしはすべての季節の中で夏が最も好きです。 (神奈川)  
I like summer the best of all the \_\_\_\_\_. ( s )
- (3) わたしはこの歌を先週聞きました。 (神奈川)  
I \_\_\_\_\_ this song last week. ( h )
- (4) わたしは200冊以上の英語の本を持っています。  
I have more than two \_\_\_\_\_ English books. ( h )

# 3 総合問題

1 次の対話文を読んで、あとの問いに答えなさい。

(山梨)

## 語句の確認

French    **worry**    do one's best

Jane : Yuki, you look very happy today.

Yuki : Yes, I'm going to visit \*Montreal, Canada next year.

Jane : Really? ① (    ) (    ) (    ) French?

Yuki : French? No, I can't. Why?

Jane : Because a lot of people in Montreal speak French. [ ② ] in Canada. 5

Yuki : I didn't know that. I don't think [ ③ ].

Jane : Don't worry. I'll teach you French if you want.

Yuki : Oh, thank you, Jane. I'll do my best.

【語句】 Montreal モントリオール[カナダの都市]

□(1) 下線部①の(    )に入る最も適当な語をそれぞれ一語ずつ答えなさい。

□(2) [ ② ] が、「二つの言語が使用されている」という内容を表すように適当な語句を補って英文を完成しなさい。ただし、補う語の数は四語以上六語以内とします。

□(3) [ ③ ] が、「フランス語は英語と同じくらいやさしい」という内容を表すように適当な語句を補って英文を完成しなさい。ただし、補う語の数は六語以上とします。

2 次の対話文を読んで、あとの問いに答えなさい。

(大分)

## 語句の確認

holiday    idea    caught < catch    spend    go fishing [shopping]

Takashi : What did you do last Saturday, Jim?

Jim : I went fishing in the sea with my family. Each of us caught a big fish, and my fish was ① ( all / the / of / biggest ).

Takashi : That's great! I wanted ② ( see / you / how / to ) caught it.

Jim : Oh, I have some pictures. I will show them tomorrow. 5

Takashi : Thank you.

Jim : What did you do, Takashi?

Takashi : I got up too late and I couldn't do anything.

Jim : Nothing? You should spend a holiday well. [ ③ ] next Sunday?

*Takashi* : Thank you, but I want to stay home. That day is the \*wedding anniversary 10  
of my father and mother. My sister and I are going to help them with the  
\*housework. She will go shopping at a store. I have another idea.

*Jim* : What will you do?

*Takashi* :

*Jim* : Oh, that's a good idea. I hope it will be a nice day for your father and 15  
mother.

**語句** wedding anniversary 結婚記念日 housework 家事

(1) 下線部①, ②の( )内の語句を意味が通るように並べかえなさい。

① .....

② .....

②  に, 対話の流れに合うように, いっしょにテニスをしようと相手を誘う内容の英語を書きなさい。  
..... next Sunday?

③  に, 対話の流れに合うように, Takashi がするであろうと考えられることを自由に英語で書き  
なさい。  
.....

**3** 次は, あるクラスで生徒一人一人が, 「教科」か「動物」のどちらかを話題にして, Ms. Brown と対話  
の練習をしている場面の対話です。あなたが生徒の一人になったつもりでこの対話を読んで, あとの問いに  
答えなさい。 (山口)

*Student* : Hello, Ms. Brown.

*Ms. Brown* : Hello. What are you going to talk about?

*Student* : I'm going to talk about ①.....

*Ms. Brown* : O.K. I really want to hear about it.

*Student* : All right.

*Ms. Brown* : Oh, that's interesting. Thank you for telling me about it.

5

① 下線部①が「わたしの好きな教科」か「わたしの好きな動物」という内容を表すように適当な語句を補っ  
て英文を完成しなさい。

I'm going to talk about .....

(2) 前後の流れに合うように, ,  に入る五語以上の英文を答えなさい。

② .....

③ .....

- 4 次は、大阪に住んでいる Eri と Tom との対話です。右の地図はそのとき Tom が持っていたもので、地図中の矢印は移動の方向を示しています。これについて、あとの問いに答えなさい。(広島)

語句の確認

map trip **plane** rode < **ride** travel

Eri : Hi, Tom. What do you have in your hand?

Tom : Hello, Eri. This is a map of my trip with Ken. Tomorrow I will talk about the trip in English class. I'm 5 going to show this map to everyone.

Eri : Oh, I see. Can I  ① ?

Tom : Sure. Please.

Eri : Wow! Did you go to Hokkaido?

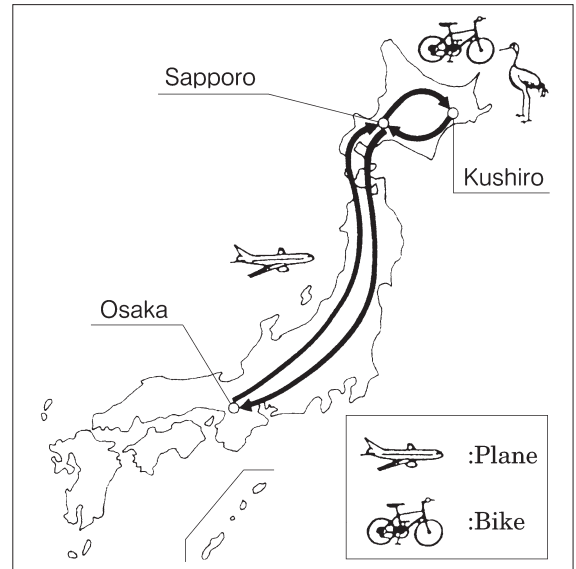
Tom : Yes. We went there this summer. 10 First  ② plane. Then we rode our bikes there and traveled around Hokkaido.

Eri : That's interesting. How long were you in Hokkaido?

Tom : Seventeen days. We saw many beautiful things. There were some beautiful 15 \*cranes in Kushiro.

Eri : Oh, that's wonderful. You really had a nice trip.

語句 crane <sup>つる</sup> 鶴



- (1)  ①,  ② に適当な語句を必要なだけ補って、対話の流れに合うように英文を完成しなさい。

① Can I ..... ?

② First ..... plane.

- (2) 地図中のどこかへ旅行するとしたら、あなたはどこへ行きたいですか。あなたの考えを英語で書きなさい。

.....

- 5 次は、夏休みを前にした、高校生の Akio とアメリカから来ている同じクラスの留学生 Tom との対話です。これを読んで、あとの問いに答えなさい。(熊本)

語句の確認

parents movie place trip plan **vacation** happen **worry** **during**  
be interested in of course by the way

Akio : Hi, Tom! How are you?

Tom : Fine, thanks. ①うれしそうに見えるね。What happened?

Akio : Well, my parents and I will visit America this summer.

Tom : Oh, that's great! ②Akio, ( there / long / stay / you / how / will )?

Akio : For a week, because my father is busy. So we will visit only \*California. 5

Tom : Then, are you going to visit \*Hollywood?

Akio : Yes, we are. I am very interested in movies. ③So ( there / go / have / I / to / wanted ) for a long time. Of course, we'll visit other places, too. I want to take a lot of pictures during our trip.

Tom : Akio, you can use English many times during your trip, can't you? 10

Akio : Yes, I can. But I am worrying a little. My mother says, "You should speak English for us because you speak it the best in our family."

Tom : Don't worry. Your English is good. Some people may speak English very fast, but I think they are kind. ④彼らにゆっくり話してくれるように頼みなさい。Then you'll understand their English. 15

Akio : I see. By the way, what are your plans for this summer vacation, Tom?

Tom : I'll go to Tokyo. You know my brother is a college student there.

Akio : Have a good time then. Well, I'll come home on August 18. ⑤Tom, ( house / come / don't / to / why / you / my ) after that? 20

Tom : All right. I'll take many pictures in Tokyo and bring them to you. ⑥君のも見せてくれますか。

Akio : O.K. See you later.

Tom : Goodbye.

**語句** California カリフォルニア[アメリカの州の一つ] Hollywood ハリウッド[カリフォルニア州にある映画産業の中心地]

(1) 下線部①～③の日本語を英語に直しなさい。

- ① .....
- ② .....
- ③ .....

(2) 下線部④～⑤の( )内の語句を意味が通るように並べかえなさい。

- ④ Akio, ..... ?
- ⑤ So ..... for a long time.
- ⑥ Tom, ..... after that?

(3) 対話が成り立つように、に入る適当な英語を自由に書きなさい。ただし、8語以上15語以内とします。

.....

.....





## 総合問題演習

- 1 《読解, 自由英作文》 次はロイ先生のスピーチです。これを読んで, あとの問いに答えなさい。(秋田)

\*The other day one of my students asked me, "What do you think of our English class?"  
"Good," I answered, "but you are a little quiet."

Students of this school listen to teachers carefully and study very hard. But I want you to speak more. You should ( ① ) questions when you don't understand.

I often join your science class. You are very \*active and you \*exchange different ideas. 5  
So I want you to be active in your English class, too.

You may say, "We don't know ( ② ) to speak English well." But your English is O.K. \*Even I sometimes make \*mistakes. Try to [ ③ ]. I always welcome you when you want to talk with me. ④ I hope you will enjoy English in your own way.

【語句】 the other day 先日 active 積極的な exchange 交換する  
even …でさえも mistake 間違い

- (1) ( ① ), ( ② )に入る最も適当な語を次から一つずつ選び, 記号で答えなさい。

□① [     ]    □② [     ]

ア answer    イ how    ウ lose    エ which    オ ask    カ what

- (2) [ ③ ]に入る最も適当なものを次から一つ選び, 記号で答えなさい。 [     ]

ア write different questions  
イ study some other subjects \*subject 科目  
ウ learn English more quietly  
エ speak English very often

- (3) 本文の内容に合うように, 次の [     ]に入る最も適当なものをあとから一つ選び, 記号で答えなさい。

Students should [     ] in English classes. [     ]

ア be careful of giving their ideas  
イ not give many ideas to teachers  
ウ not be afraid of making mistakes  
エ tell their mistakes to each other

- (4) 下線部④の呼びかけに対して, あなた自身が具体的に取り組みたいことを次の \_\_\_\_\_ に六語以上の英語を書いて答えなさい。

I want \_\_\_\_\_ .

- 2 《読解(英問英答), 条件英作文》 次は, 鈴木先生の授業で, 外国人指導助手の Mr. Robinson が話した内容です。これを読んで, あとの問いに答えなさい。(青森)

Today I'm going to talk about my \*homestay in Japan.

When I came to Japan to study Japanese at a college in Tokyo two years ago, I stayed with a Japanese family for a month. All of the members of the family were very kind to me. But sometimes I felt a little strange. For example, after dinner, someone in the family took my dishes to the kitchen and washed them. I asked the mother in the family, "Can I wash my own dishes?" but the answer was always "You don't have to do anything." When you stay with an American family, I think you'll have to wash your own dishes and clean your own room \*as a member of the family.

\*Anyway, I had a very good time with the Japanese family. If I have a chance to go to another country, I want to stay with a family again. 10

【語句】 homestay ホームステイ as a member of …の一員として anyway とにかく

- (1) 上の話のあとで, 鈴木先生があなたに次の質問をしました。それぞれに対する答えを, ( )内の語を用いて英語で書きなさい。

□① What did Mr. Robinson study at a college in Tokyo? ( He )

.....

□② In Mr. Robinson's story, what will you have to do as a member of the family when you stay with an American family? ( I )

.....

- (2) Mr. Robinson があなたに次の質問をしました。それぞれに対する答えを英語で書きなさい。ただし, それぞれ( )内に示された語数で答えること。

□① What country are you interested in? ( 4 語以上 )

.....

□② If you visit America, where would you like to stay, in a house with an American family or in a hotel? ( 7 語以上 )

.....

□③ I'd like to know about Japanese culture. What would you like to introduce? ( 5 語以上 ) \*culture 文化

.....

- (3) 次の場合に, あなたは Mr. Robinson に何と言いますか。英語で書きなさい。

□① 日本の文化(culture)についてどう思うかをたずねる場合。

.....

□② 大学では日本の友だちがたくさんできたかどうかをたずねる場合。

.....

□③ ホームステイで最もおもしろかったことは何かをたずねる場合。

.....