

6 長文読解問題演習①

■ 学習日

/

◎ 次の文章を読んで、あとの問いに答えなさい。

〈大阪教育大附平野改〉

Family life in the United States is changing. Twenty-five years ago the housewife cleaned, cooked and took care of the children. She was the most important person in the home. The father made money for the family. He usually worked all day. He was tired when he came home in the evening. So he did not see the children very much. He had enough time to play with them only on *weekends. His work at home was usually outside in the yard. The cooking and the cleaning were only for women. 5

These days, however, many women work outside the home. They can't be at home with the children all day. They could spend the evening in cooking dinner if they had enough time, but they can't because they come home in the evening and they are tired. They also do not have time to clean the house or wash the *clothes. So who is going to take care of the children now? 10 Who is going to do the housework?

For every family the answer to this question may be difficult. But usually the wife does not have to do all the work herself. Today she can get help. One kind of help is the *day-care center. Mothers can leave their children at these centers during the day. Then they are free to go to work. Most children enjoy these centers. There are *toys, games, and other children. 15

A woman working for a *company may get another kind of help. She may work *part-time in the company. That way, she can make some money. But she can also be with her children part of every day.

But the most important help a woman can get is from her husband. Today, many men *share the housework with their wives. In these families the men clean the kitchen and wash the clothes. On some nights, the wife may cook dinner. On other nights it may be the husband. They may both go shopping and they may clean the house together. The husband may also spend more time at home with the children. Some men may even stop working for a while or work only part-time. For these men there is a new word, "househusband". In the United States more and more men are becoming househusbands every year. 20 25

These changes in the home mean changes in the family. Fathers can be *closer to their children because they are at home more. They can learn to understand their children better. The children can *get to know their fathers better. Husbands and wives may also find changes in their life. They may have a better understanding of each other.

語句 weekend ㊦週末 clothes [klouz / klouðz] ㊦衣服 day-care center 保育所

toy ㊦おもちゃ cōmpany ㊦会社 part-time ㊦パートタイムで

share ~ with... ~を...と分担する close [klous] ㊦身近な get to ~ ~するようになる

(1) 次の①～⑦の書き出しに続くものとして最も適当な語句をそれぞれア～エの中から一つずつ選び、記号で答えなさい。

① Twenty-five years ago most fathers [].

- ア worked with their children in the yard all day
- イ spent a lot of time with their children
- ウ and mothers together cleaned, cooked and looked after their children
- エ did not have enough time to do the housework

② Today many women [].

- ア are looking for jobs outside the home
- イ cannot spend a lot of time in doing the housework
- ウ take care of their children very much
- エ have enough time to do the housework

③ Day-care centers help [].

- ア working women to cook and clean the house
- イ mothers to do all the work themselves
- ウ mothers to go to work outside the home
- エ working women to enjoy toys and games

④ Some mothers work part-time, [].

- ア because they do not like their work very much
- イ because they have a lot of time to work
- ウ so they can be with their children
- エ so they can make more money than their husbands

⑤ A "househusband" [].

- ア does the housework and takes care of his children
- イ has been a *common word in the United States for a long time *common 「一般的な」
- ウ has never shopped or cleaned the house
- エ makes a lot of money to share the housework with his wife

⑥ These changes in the American home may [].

- ア be good for women, their husbands, and their children
- イ not change the children very much
- ウ be some problems in the United States
- エ not change the husbands and their wives very much

⑦ This story is written about [].

- ア the problems of American children
- イ the help of American day-care centers
- ウ the questions of part-time jobs
- エ the changes of American families

(2) 次が下線部の内容を具体的に表す文となるように、.....に適する語句を書き入れなさい。

On other nights the husband

6 長文読解問題演習②

■ 学習日

/

① 次の文章を読んで、あとの問いに答えなさい。

〈関西学院改〉

You can see many TV *commercials on computers now. They try to sell computers with INTERNET. Have you ever used INTERNET? Do you know how INTERNET is used?

INTERNET is useful when you are looking for *information. You do not have to go to a library to find many different things. If you have a computer with the INTERNET, you have your own library. You can also find out about schools all over the world. One of my American friends living in Japan used the INTERNET and chose a school to go. He did not have to go back to America to visit different schools. More than three hundred high schools in Japan are on the INTERNET. If you want to know when to take a test or how much to pay, it's very easy to find out such information on the INTERNET.

You can use the INTERNET to send and to receive letters. I received a letter from a friend in America. He said on the letter, "Please let me know something about Japan." I answered him on the INTERNET, too. If we use *regular letters, we will need about two weeks. But using the INTERNET helped us, and it took only three days to finish writing letters to each other.

You can also enjoy shopping on the INTERNET. You don't have to go to different stores to decide what to buy. If you have something that you want to sell, you can use the INTERNET to sell it. You can be a businessman. The INTERNET is used in schools, too. In many countries, the INTERNET gives classes to the children who live very far from schools. Having a computer at home is very useful, isn't it?

If the INTERNET can give you lessons, you may think that schools are not necessary any more. But is it true? If you don't go shopping in stores, and if you don't go to school to play with your friends, it is easy for you to become a person who can talk only on the computer and you will lose *human *emotions. In many countries, there are many people with INTERNET *Syndrome. Schools will be necessary, because you learn not only your subjects but also human *relations at school. It is necessary to learn how to use the INTERNET, but it is also important to learn to use it *wisely.

語句 commercial 図コマーシャル information 図情報 régular 図ふつうの human 図人間の
émotion 図感情 syndrome 図シンドローム, 症候群 relation 図関係 wisely 副賢く

(1) 本文の内容に一致しないものを次から三つ選び、記号で答えなさい。[] [] []

ア Many commercials to sell computers are seen on TV.

イ My American friend could not choose a school on the INTERNET.

ウ You can get much information, enjoy shopping and even learn many subjects on the INTERNET.

エ It is easy to find out about schools on the INTERNET.

オ In Japan there are about 200 high schools that have the INTERNET.

カ You can send letters on the INTERNET faster than regular letters.

キ You will not need to go to school if you have a computer.

6 長文読解問題演習③

■学習日

/

● 次の文章を読んで、あとの問いに答えなさい。

〈洛星改〉

① Here are some of the things we Americans do and don't do. Some of these *customs are (A) customs in your own country, but some are very different.

When Americans meet for the first time, they shake hands and say, "How do you do?" or "Pleased to meet you." They shake hands only when they meet for the first time or after a long *separation. They don't shake hands every time they see each other.

5

In America men are usually very nice to women. They open doors for them. They stand up when women are standing. They often give their seats to women on a crowded bus. They often walk (B) women and the street. They often help women do something.

In some countries it's *polite to eat noisily. Americans eat quietly. They talk, but they never make eating noises. ② It's not polite (with / open / to / your mouth / eat) here. You may not talk with food in your mouth.

10

Americans are less *formal than some other people. They dress less formally and speak less formally. But two things are very important to Americans. One of them is time. Americans are always (C) time. They don't like anyone to be late. It's not polite to be late in America. The other important thing is called ③ self-reliance. Americans usually do their own work. They don't like to ask other people for help. They wash dishes, cut grass, and clean or paint their own houses.

15

Some American customs are probably different (D) yours. ④ Something that is an *insult in your country is probably nothing here. And something that is an insult here is probably nothing in your country. So, don't think it an insult until you learn more about American customs. There is a *saying in English : ⑤

20

語句 custom 図慣習 separation 図別離 polite 図礼儀正しい formal 図形式張った
insult 図侮辱 saying 図ことわざ

(1) 下線部①を日本語に直しなさい。

()

(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。

It's not polite here.

(3) 下線部③について、アメリカ人の考える self-reliance とは何ですか。15字以内の日本語で答えなさい。

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

(4) 下線部④を here の内容を明らかにして日本語に直しなさい。

()

(5) (A) ~ (D) に入る最も適当な語を次からそれぞれ一つずつ選び、記号で答えなさい。

ア on イ by ウ from エ between オ like カ to キ with

A [] B [] C [] D []

(6) アメリカ人はふつうどんなときに相手と握手をしますか。日本語で答えなさい。

()

(7) ⑤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 All roads lead to Rome. イ Many men, many minds.
ウ In Rome, do as the Romans do. エ Practice makes perfect.
オ Rome was not built in a day.

発展学習 ～ことわざ Saying [Proverb]～

1 次の意味を表すことわざになるように、 に入る語を右からそれぞれ一つずつ選んで書き入れなさい。

- ☐ (1) 百聞は一見にしかず。 Seeing is .
☐ (2) 覆水盆に返らず。 It is no crying over spilt milk.
☐ (3) 早起きは三文の得。 The bird catches the worm.
☐ (4) まさかの時の友こそ真の友。 A friend in is a friend indeed.
☐ (5) 天は自ら助くる者を助く。 Heaven helps those help themselves.
☐ (6) よく遊びよく学べ。 All work and no makes Jack a dull boy.
☐ (7) 過ちを改めるのに遅すぎることはない。 It is never late to mend.
☐ (8) 今日できることを明日まで延ばすな。
Never off till tomorrow what may be done today.
☐ (9) 転ばぬ先の杖。 Look you leap.
☐ (10) 急がば回れ。 Make slowly.
☐ (11) 去る者は日々にうとし。 Out of sight, out of .
☐ (12) 健全な精神は健全な身体に宿る。 A sound mind in a sound .
☐ (13) 鉄は熱いうちに打て。 Strike the iron it is hot.
☐ (14) 歳月人を待たず。 and tide wait for no man.
☐ (15) 光陰矢のごとし。 Time .
☐ (16) 精神一到何事か成らざらん。 Where there is a , there is a way.

mind
before
early
flies
believing
use
too
time
body
need
while
who
play
will
put
haste

2 次のことわざの意味をあとからそれぞれ一つずつ選び、記号で答えなさい。

- ☐ (1) No news is good news. [] ☐ (2) There is no royal road to learning. []
☐ (3) Bad news travels fast. [] ☐ (4) A drowning man will catch at a straw. []
☐ (5) All is well that ends well. [] ☐ (6) Necessity is the mother of invention. []
☐ (7) Birds of a feather flock together. []
☐ (8) Never look a gift horse in the mouth. []
☐ (9) A rolling stone gathers no moss. []
☐ (10) There is no accounting for tastes. []
☐ (11) All that glitters is not gold. []
☐ (12) Do not count your chickens before they are hatched. []

- ア 学問に王道なし イ 終わりよければすべてよし ウ 十人十色
エ 類は友を呼ぶ オ 便りがないのは良い便り カ 転石苔を生ぜず
キ 必要は発明の母 ク 獲らぬたぬきの皮算用 ケ おぼる者はわらをもつかむ
コ 悪事千里を走る サ 光るもの必ずしも金にあらず シ もらい物のあら探しをするな

6 長文読解問題演習④

■ 学習日

/

● 次の文章を読んで、あとの問いに答えなさい。

〈筑波大附駒場改〉

A long, long time ago, the leaves of the (①) trees turned yellow and dropped in fall.

Once in those old times a *hunter went out into the *woods to *hunt. He walked and walked, and he came to a large *bog. It was so large that he thought no animals or no birds ever crossed it. And the hunter said to himself, "If our animals can't run across this bog, and our birds cannot fly across it, what kinds of animals and birds live on the other side?" He thought about it, and he became more interested in it. "I must find out," he said to himself. "I must get there."

And so he took a good running start, and jumped across the bog. He looked around : the same earth, the same grass, the same trees. "How foolish I was!" he said. "② I didn't have to jump."

Suddenly his mouth opened because he was very much surprised. He found seven *rabbits with *saddles. They stood quietly and waited. Then seven people came out of seven *holes in the earth. They were all very small. When the rabbits' ears stood up, the people were smaller than the rabbits.

"Who are you?" asked the hunter. "We are people who never die," said the small men. "We wash ourselves in living water, and we never die. And who are you?"

"I am a hunter."

"Oh, good! Oh, good!" they cried.

And one of them, the oldest, with white hair, came up and said, "A *terrible, big animal has come into our land. We don't know where it came from. The other day it caught one of our people and killed him. We never die ourselves, but this animal killed one of us. We don't want to let this animal be free in our land. You are a hunter — can you help us? Can you hunt down the animal?"

"Why not?" answered the hunter, but to himself he wondered, "Will I be able to kill such a terrible animal?"

However, he went out to hunt the animal. He looked and he looked, but could find nothing. Suddenly, he found the *track of a *fox. He said, "First I will get the fox, and then I'll go and look for the terrible, big animal."

He found the fox and killed it. Then he looked for the animal again. He walked and walked, but could not find it. So he came back to the little people and said to them, "I could not find your terrible, big animal. All I have found is this fox." And he showed them the fox.

"That's it, that's it!" they cried. "Oh, what a big fox!" And the oldest of the little men said to the hunter, "You have saved us and our people! And ③ we'll pay for your kind help with our kind help. Wait for us. We'll come to visit you and bring you living water. You'll wash in it and will never die, too."

The hunter jumped back across the bog and went back to his village and told his people about the little men.

And the hunter and the people in the village began to wait for their guests. They waited one day, two days, three days, many, many days. But the guests did not come, and the people forgot about them and their *promise. 40

Winter came. It was very cold around everywhere. One day the village women went to the woods to get wood. Suddenly they saw little rabbits. They were all jumping. They looked again, and saw that every rabbit was saddled, and ④ in every saddle sat a small man with a little *pitcher in his hands. The women suddenly began laughing.

“Look, look!” they cried to each other. “They are riding on rabbits!” 45

“And look at the little men. How funny!”

“Oh, what a *joke!”

“Oh, I’ll die because I laughed too much!”

Now, the small people were proud of themselves. They got angry to see ⑤ this. The one in front, with white hair, shouted something to the others, and all of them threw the pitchers to 50 the ground. Then the rabbits turned and jumped away.

And so the hunter never got the living water. It went to the (①) trees. And after this they are green all through the year. Their leaves never die.

語句 hunter 名狩人 woods 名森 hunt 動狩りをする bog 名沼地 rabbit 名ウサギ
saddle 名くら, 動くらをつける hole 名穴 terrible 形恐ろしい track 名足あと
fox 名キツネ promise 名約束 pitcher 名水差し joke 名冗談

- (1) 第一段落と最後の段落の (①) には, ある種類の木の名前が入ります。この種類の木の性質と, この種類に属する木の名前の一つをそれぞれ日本語で答えなさい。

木の性質 ()

木の名前 ()

- (2) 狩人はなぜ下線部②のように思ったのですか。その理由を日本語で簡潔に答えなさい。

()

- (3) 下線部③の your kind help と our kind help はそれぞれ何を指していますか。本文に即して具体的に日本語で答えなさい。

your kind help ()

our kind help ()

- (4) 下線部④の主語を一語で答えなさい。

- (5) 下線部⑤の this の指す内容を具体的に日本語で答えなさい。

()

- (6) この物語の題名にふさわしい語句(二語)を本文中から探して答えなさい。

6 長文読解問題演習⑤

■学習日

/

● 次の文章を読んで、あとの問いに答えなさい。

〈愛光改〉

There is nothing new about people cutting down trees. In *ancient times, Greece, Italy, and Great Britain were covered with forests. But those forests were cut down, and now almost nothing is left.

Today, trees are cut down faster and faster. About 100 *acres of *rain forests are cut down in a minute. That is fast enough to cut down all the world's rain forests in only twenty or thirty years. (①) rain forests cover only a small part of the Earth, they are home to more than half the world's plants and animals. Many of them are losing their homes. Why have people been cutting down the rain forests? There are important reasons for cutting down trees, but there are also dangerous *influences upon life on earth.

One important reason for cutting down trees is that every country needs wood. In *developed countries, people are using more and more wood for paper, *furniture, and houses. There is not enough wood in these countries. So they have begun to take wood from the forests of Asia, Africa, South America, and even Siberia. A lot of wood is also needed as *firewood in *developing countries. In many *areas, people *depend on wood to cook their food. When the number of people goes up, the need for wood becomes great, too. But when too many trees are cut *at once, forests are *destroyed. When some trees in a forest are left, the forest can grow back. ② But only if it is not cut again for at least 100 years. Small farmers who have great need for land move in. They cut down the rest of the trees and *burn them. In this way, many millions of acres of forests are destroyed every year. But the land of forests is not good for *farming. ③ So these poor farmers are as poor and hopeless as before.

But the poor and hopeless people are not the only ones to cut and burn forests. In Brazil and Central America, large *landowners want to keep lots of farm animals to sell their meat to the U.S. and other countries. Some fast-food restaurants use this *cheap meat to make hamburgers. The landowners put too many farm animals on too little land. When that land has been *damaged badly, they burn parts of the forests. Then they move the animals into the forest land. ④ This way both land and forest are destroyed.

⑤ When rain forests are destroyed, it influences first the people living there. But it also has other influences far away. For example, on the *mountainsides, trees help to take in heavy rains. When the trees are cut down, the rain goes *all at once into the rivers and there are *terrible (⑥). This has happened to the Ganges, the Mekong, and other large rivers in Asia. But finally, the *loss of forests may have an influence on the (⑦) of our *planet. Together with worse *pollution, it can make *temperatures higher, and the weather may change all around the world. Nobody knows clearly what influences ⑧ this will have on our lives. But for many people the influences will probably be terrible.

You must and can help to stop this. Don't buy things made of rain forest wood. When you go to a fast-food restaurant, ⑨ ask the people who work there where the meat they use

comes from. *Explain to them why you are asking. Learn and teach about the wonderful and interesting plants and animals of the world's rain forests. Talk with others about the importance of saving the rain forests.

40

語句 ancient [éínfnt] 形大昔の ácre 名エーカー〔面積の単位（約 4,047m²）〕 rain forest 多雨林
influence 名影響, 動影響を及ぼす developed country 先進国 fúrniture 名家具
firwood 名薪 developing country 発展途上国 área 名地域 depend on ～ ～に頼る
at once いっせいに destróy 動破壊する burn 動燃やす fármíng 名農業
lándowner 名土地所有者 cheap 形安い dámage 動損害を与える
móuntainside 名山腹 all at once みんないっせいに térrible 形ものすごい
loss 名消失〔lose の名詞形〕 plánet 名惑星 pollútion 名汚染 témpérature 名気温
expláin 動説明する

- [illegible]

[illegible]

6 長文読解問題演習⑥

■ 学習日

/

- 次は、Mr. Thomas の秘書 (S=secretary) と顧客 (C=client) の Ms. Lopez との、電話での対話です。これを読んで、あとの問いに答えなさい。〈青雲〉

S: Good morning. Wilson Associates.

C: This is Ms. Lopez speaking. I'd like to speak to Mr. Thomas, please.

S: I'm sorry, but Mr. Thomas left the office a few minutes ago.

C: That's too bad! I've been trying to call him for the last ten minutes, but your line has been busy. Will he be back soon?

S: I'm afraid not. He's gone for the *rest of the day.

C: Is there anywhere I can reach him?

S: I don't believe so. He's going out of town on business. Is there any message I can give him?

C: I had a business *appointment with him for tomorrow morning at ten o'clock, but I'm afraid I can't make it.

S: Would you like to make another appointment?

C: *Unfortunately, I'm leaving town, and I may be gone for several days.

S: I see. I can tell Mr. Thomas that you phoned.

C: I wanted to speak to him before I left.

S: If it is *urgent, you can try phoning him at his home tonight.

C: Yes, ^① I may be able to do that. What is his home telephone number, please?

S: His home number is 555-4758.

C: I can reach him, I think, around eight o'clock?

S: Possibly. I'm not sure what time you can reach him.

C: *In any case, thank you for your trouble. If I don't reach him at his home, you'll tell him, of course, that I called?

S : ⑧ I certainly will. Good-bye.

語句 rest 名残り appointment 名約束 unfortunately 副あいにく urgent 形緊急の
in any case ともかく

- (1) 次の書き出しのあとに適当な語句を補って、下線部①, ②, ⑤, ⑥が表す内容を具体的に答えなさい。

① I'm afraid that

② I don't believe that

⑤ It is possible for you

⑥ I certainly will

- (2) 下線部③の表す意味として最も適当なものを次から一つ選び、記号で答えなさい。〔 〕

ア お会いできるかどうか心配です。 イ 都合がつかなくなったのです。

ウ 何とかお会いできると思うのですが。 エ 頼めるような伝言ではないものですから。

- (3) 下線部④を do that の内容を明らかにして日本語に直しなさい。

(

(4) 次の問いに日本語で答えなさい。

- ① Why did Ms. Lopez, who wanted to talk to Mr. Thomas on the phone, have to keep calling the office for 10 minutes?
()
- ② Why can't Ms. Lopez make another appointment?
()

発展学習

1 現在完了進行形

「ずっと～し続けている」と過去から現在までの動作の継続を表すには、現在完了進行形《have [has] been ～ing 形》を用いる。

例文 My brother **has been swimming** for half an hour. (わたしの弟は30分間泳ぎ続けています)

注意 状態を表す動詞 (be 動詞や know, live など) の場合は、ふつうの現在完了の文《have [has] + 過去分詞》で過去から現在までの継続を表す。

◎ 次の日本語に合うように、_____に適する語を書き入れなさい。

- ☐ (1) わたしはけさからずっとこの本を読んでいます。
I _____ this book since this morning.
- ☐ (2) どれくらい雨が降り続けているのですか。
How long _____ it _____ ?
- ☐ (3) わたしたちはこの町に10年間住んでいます。
We _____ in this town for ten years.
- ☐ (4) その男の人はこのホテルにこの前の水曜日から滞在しています。
The man _____ at this hotel since last Wednesday.

2 関係代名詞の非制限用法

先行詞について補足的な説明を加える働きをする関係代名詞の用法を、関係代名詞の非制限用法という。ふつう関係代名詞の前にカンマを置いて表す。

- 例文** ① Mr. Smith, who can speak Japanese, called me last night.
(スミスさんが、彼は日本語を話すことができるのですが、昨晚わたしに電話をしてくれました)
- ② My father bought me a watch, which I didn't like very much.
(父はわたしに腕時計を買ってくれたのですが、それをわたしはあまり気に入りませんでした)

注意 非制限用法の場合、固有名詞など特定の人・物などが先行詞となることができる。また、非制限用法の関係代名詞は、and や but などを補って《接続詞+代名詞》で意味をとるとよい場合がある。

◎ 次の英文を日本語に直しなさい。

- ☐ (1) Mr. Brown has two sons, who became doctors.
()
- ☐ (2) The milk, which was near the window, went sour.
()

6 長文読解問題演習⑦

■ 学習日

● 次の文章を読んで、あとの問いに答えなさい。

〈灘〉

I have often heard people say that everyone has ① a double. For many years I did not believe this. Then I met Dick Stone.

I met Stone in a shop. He was buying a newspaper and I was standing behind him, waiting to buy some *cigarettes. I did not know then that he was my double because I could see only his back. Then the girl behind the counter saw us both. ② Her mouth dropped open.

5

“Are you twins?” she asked.

Stone turned round to look at me and I saw his face for the (A) time. ③ It was like looking at myself in a mirror.

“Well, well,” he said, and laughed. “I’m sure we came out of the same box.” He *held out his hand. “I’m Dick Stone,” he told me. “Are you my long lost twin?”

10

He was not my twin. I have never had a brother. But he was my double. Anyone could see that.

I told him my name and we shook (B). I liked the look of him — how could I not like it? — and asked him to have a drink with me. It’s not often one meets one’s double.

We went to a little *bar round the corner and as we drank, he told me a few things about himself. He did not live in the town but had come to look for work. He had bought the newspaper to look for jobs.

15

“There are a lot of men looking for work in my own town,” he said. “④ I also had a little trouble in my hometown. I lost some money on a horse race and couldn’t pay my *debts, so I have come up here. I want to make a new life in a new town.”

20

“How (C) money do you want?” I asked him.

“Twenty pounds a week.”

I looked at him. “All right,” I said, “I’ll give you a job.”

“What do you want me to do?”

“I don’t know yet,” I said, “but I’ll think of something.”

25

The chance was (D) good to lose. Here was a man who people would think was me. There had to be some way in which I could use him.

語句 cigarette 図たばこ hold out [手などを]伸ばす bar 図酒場 debt[det] 図借金

(1) (A) ～ (D) に入る最も適当な一語をそれぞれ答えなさい。

A B C D

(2) 下線部①の意味を、10 字以内の日本語で答えなさい。

--	--	--	--	--	--	--	--	--	--

(3) 下線部②の文から読みとれる、女店員の心理を表す文として最も適当なものを次から一つ選び、記号で答えなさい。[]

- ア She was afraid. イ She was amused.
ウ She was surprised. エ She was worried.

6 長文読解問題演習⑧

■ 学習日 /

- ◎ 次は、アメリカのある中学生がアンネ・フランク (Anne Frank) の日記を読んで感動し、もうすでに亡くなっているアンネに書いた手紙です。これを読んで、あとの問いに答えなさい。〈早稲田大学高等学院〉

Dear Anne Frank,

Anne, your diary made me think about things that I never thought *existed in the world. First of all, it made me think about what it is (or is not) to be free. Being Americans, we have more *freedom than most people in the world. Your diary made me think about how my thirteenth year differs from yours. I have the freedom of going to a school of my *choice, 5 or going anywhere my parents think is good. Most important, I have freedom to follow my dreams. I felt that freedom was what you missed most of all during your thirteenth year. You taught me how important that is to our existence.

Another lesson that your diary taught me was on *discrimination — how terrible it is to *treat another person badly because he is different. For the past four months, I have been 10 able to think about nothing else than the way *the Jews were treated by *the Nazis. I don't think that I was ever discriminated against. But I now try to think before I say something *negative about someone : Will that hurt them? Am I discriminating against them because they're different?

My parents tell me there is less *prejudice in the world today than in 1942, but I know it 15 still exists. I, like you, want to see the world as a place where people are not *judged by their *religion or the color of their *skin, but are judged by the kindness of their heart and their *contributions to *mankind. I think your words, "In spite of everything I still believe that people are really good at heart," shout your message to the world.

The final lesson that your book taught me is *inspiration. I hear you saying, "Chins up, 20 better times will come!" If you can work out everything well, so can I. Some of my classmates said, "How can Anne Frank be an inspiration when in the end she did not make her dreams come true." What they said is, in a way, true, but your wish, "I want to go on living even after my death" is inspiration to me. I realize a young *author's words can live forever.

Natasha Gaziano, thirteen years old. 25

語句 exist ① 存在する〔名詞形は existence〕 freedom ② 自由 choice choose の名詞形 discrimination ③ 差別〔動詞形は discriminate〕 treat ④ 扱う〔名詞形は traitement〕 the Jews ユダヤ人 the Nazis ドイツナチス党 négative ⑤ 否定的な préjudice ⑥ 偏見 judge ⑦ 判断する religion ⑧ 宗教 skin ⑨ 皮膚 contribution ⑩ 貢献 mankind ⑪ 人類 inspiration ⑫ 激励(するもの[人]) áuthor ⑬ 作家

- (1) 次が、本文の内容を要約した文章になるように、(①)～(⑧)に入る最も適当な語をあとからそれぞれ一つずつ選び、記号で答えなさい。ただし、同じものを二度使ってはいけません。

An American school girl is quite (①) by the diary Anne Frank wrote. She realizes, first, the importance of (②). Because she is allowed to do almost anything she wants to do, she

never thought about life without it. What she feels (③) for Anne most is that Anne was not able to have a dream. The second thing she learns is how (④) discrimination is. She hopes that the (⑤) will come when people are judged by what they are and what they have (⑥) for humanity. Lastly, she (⑦) Anne an inspiration to her. Anne's way of life (⑧) her very much. She never forgets what Anne Frank taught her in the diary.

- ア done イ influenced ウ discrimination エ great オ encourages
 カ sorry キ known ク freedom ケ time コ finds サ wrong
 ① [] ② [] ③ [] ④ []
 ⑤ [] ⑥ [] ⑦ [] ⑧ []

(2) 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 The writer thinks that people in other countries have as much freedom as Americans.
 イ Anne could probably go to a school of her choice when she was thirteen years old.
 ウ The writer was shocked to know the Nazis' terrible treatment toward the Jews.
 エ The writer becomes more careful about her words to other people.
 オ The writer used to discriminate against other people, though she did not mean it.
 カ Unlike her parents, the writer thinks that there is more prejudice today than in 1942.
 キ "Chins up" in Anne's words means "Give it up."
 ク Some of her classmates said to the writer that Anne Frank could not be an inspiration.

発展学習

1 《使役動詞＋目的語＋動詞の原形》の文

《主語＋動詞＋目的語＋補語》の文で、動詞が「〔目的語〕に～させる」のような使役の意味を持つ場合、補語に動詞の原形をとる。このような動詞には make, have, let などがある。

- 例文** ① The news of his death **made me visit** our hometown.
 ② Shall I **have him go** there instead of me?

2 関係代名詞の what

関係代名詞 what は、それ自体に先行詞を含み、「～のもの」「～のこと」の意味を表す。what が導く節は、目的語、主語、補語として用いられる。

- 例文** ① I can't believe **what he says**. [動詞の目的語]
 ② **What you have learned at school** will be useful in your life. [主語]
 ③ I am quite different from **what I was yesterday**. [前置詞の目的語]

3 関係副詞 how, where, when

節と節を結ぶ接続詞と場所や時などを表す副詞の働きを兼ねるものを関係副詞という。関係副詞が導く節は形容詞節を作る。

- 例文** ① Can you explain **how** you did this? *how は the way と置きかえ可能。
 ② I don't like the **way** he talks. *the way は how と置きかえ可能。
 ③ This is (the **place**) **where** the accident happened.
 ④ The **time** will come **when** we have only to work three days a week.

6 長文読解問題演習⑨

■ 学習日

/

● 次の文章を読んで、あとの問いに答えなさい。

〈桐朋〉

A few days ago, a teacher from a Western country visited an *elementary school in an Asian country. In one class, she watched sixty young children as they learned to draw a cat. The class teacher drew a big circle on the blackboard, and sixty children copied it on their papers. The teacher drew a smaller circle on top of the first and then put two triangles on top of it. The children drew ① in the same way. The lesson went on until there were sixty “copy cats” in the classroom. ② Each student’s cat (one / the / the / looked / on / exactly / like / blackboard).

The visiting teacher watched the lesson and was surprised. The teaching *methods were very different from the way of teaching in her country. In her country, after one children’s art lesson, the room always becomes full of different pictures drawn by different *pupils. What *causes this difference in *educational methods? In classrooms in any country, teachers teach more than art or history or language. They also teach (③), and each educational system is a mirror that shows the culture of the country.

In a country such as the United States or Canada, which has many national, *religious, and cultural differences, people highly *value the differences among people. ④ Teachers put a lot of importance on the differences that make each student special. The educational systems in these countries show these values. Students do not *memorize information. Instead, they work and find answers themselves. There is often discussion in the classroom. At an early age, students learn to have their own ideas and *act on them.

In most Asian countries, on the other hand, the people have the same language, history, and culture. Perhaps for this reason, the educational system in those Asian countries sets a higher value on the goals of a group than on each member’s (⑤). Children in China, Japan, and Korea often work together and help one another to reach (⑥). In the classroom, the teacher speaks and the students listen. There is not much discussion. Instead, the students simply try to memorize rules or information that they have just been taught.

There are *advantages and *disadvantages to both of these systems of *education. For example, one advantage to the system in Japan is that students there learn much more math and science by the end of high school than American students. They also study more hours each day and more days each year than North Americans. The system is hard for students, but it prepares them for a country that values ⑦ discipline and self-control. There is, however, a disadvantage. *Memorization is an important learning method in Japanese schools, but many students say that after an exam, they forget much of the information that they have memorized.

The advantage of the educational system in North America, on the other hand, is that students learn to think for themselves. The system prepares them for a country that values ⑧ creative ideas. There is, however, ⑨ a disadvantage. When students leave high school, they

6 長文読解問題演習⑩

■学習日

/

① 次の文章を読んで、あとの問いに答えなさい。

〈学習院高等科〉

In 1992, most Japanese received a very sad “one point lesson” in English from the news. Even people who never study English have probably learned that the word “freeze” has ① several meanings. Since the shooting death of Yoshihiro Hattori in the state of Louisiana, most of us have learned that the word “freeze” can mean not only for water to turn to ice but also, when shouted, “FREEZE!” can mean an order to stop and not move. What a terrible way to learn the meanings of an English word!

② To most foreigners, and many Americans, too, it is hard to understand why so many Americans have *guns, and why they feel that the right to carry guns is so important. It seems crazy. Some people explain that the US was born as a *frontier *society, and ③ it was necessary for people to *protect themselves against dangerous animals and people. Also, because there was no *regular national *army at the beginning of the country, *citizens kept guns to make volunteer armies in times of need. ④ But the times have changed so much since the early days of the country that maybe these reasons no longer seem good. Can't Americans realize that guns are a great danger to society today, and can't they stop (A) them? One powerful *force working to keep the right to buy guns freely is the National Rifle Association. It is a group *supported by many gun makers and it gives a lot of money to *political groups. This *creates political control. This *situation is something like the use of money by groups in Japan to control *politicians. It has (B) so many problems here, too.

One year after Yoshihiro Hattori's death, one hopeful change happened in the US.

The *government has finally passed a *law placing some limits on the buying of guns. This was partly thanks to the *efforts of Hattori's parents. They worked with many people in the US. One of the leaders of this gun control *movement was Mr. James Brady — a man who was also a *victim of a gun attack when a man (C) at him and President Reagan. Mr. Brady was *paralyzed from the waist down *as a result of the attack. The gun control law is (D) the Brady Law. The law still does not offer very strong controls, but perhaps it is the start of a new hope.

語句 gun 図銃, ピストル frontier 図フロンティア〔開拓地と未開地との境界地域〕 society 図社会
 protégé 動守る régular 図正規の army 図軍隊 citizen 図国民 force 図勢力, 集団
 support 動支持する political 図政治の create 動生み出す situation 図状況
 politician 図政治家 government 図政府 law 図法律 effort 図努力
 mouvement 図運動 victim 図犠牲者 paralyze 動まひさせる
 as a result of ~ ~の結果として

(1) (A) ~ (D)に入る最も適当な語を次からそれぞれ一つずつ選び、適する形に直して答えなさい。

[shock, call, choose, cause, shoot, talk, use, fall]

A B C D

- (2) 下線部①の several meanings のうち、本文に書かれている二つのものを日本語で答えなさい。

()
()

- (3) 下線部②を日本語に直しなさい。

()

- (4) 下線部③の it の指す内容を日本語で答えなさい。

()

- (5) 下線部④を日本語に直しなさい。

()

- (6) 本文の内容に合うものを次から一つ選び、記号で答えなさい。[]

ア It was a good thing for most Japanese to learn the meanings of the word “freeze”.

イ Americans are crazier than the Japanese because they have the right to have guns.

ウ After Yoshihiro was killed, Japanese people became afraid of going to the US.

エ The Brady Law has not begun to work very well yet.

オ Many politicians are members of the National Rifle Association.

- ② 次の文章を読んで、あとの問いに答えなさい。

〈土佐〉

In the twentieth century, ① almost everyone, in almost every country, works for money, and uses the money he *earns to buy the things he needs. ② Almost anyone can live a good life without money. People who have more money aren't liked by people who have less, and almost everyone always looks for ways to earn more than he does. We know that there are some persons, even today, who don't think money is important. They are more interested in the work they do than the money they get from it, or in where they live. They want to live a simple and happy life. Even ③ these few persons need some money to live.

【語句】 earn 働稼ぐ

- (1) 下線部①を日本語に直しなさい。

()

- (2) 下線部②には本文の内容から考えて誤った語が一つあります。その語を抜き出して正しい語に直しなさい。

【誤】 【正】

- (3) 下線部③はどのような人たちのことですか。本文に即して日本語で答えなさい。

()

- (4) この文章を二つの段落に分けるとすると、どこで分けるのが適当ですか。第二段落の最初の二語を書いて答えなさい。