






**【英語】**

## 2021 年度 公立高校入学試験 出題範囲変更に伴う読解問題への対応

各都道府県で発表された入試範囲の変更により、英語ではいくつか文法事項が除外されました。本テキストの長文読解問題中に含まれる該当文法事項にマーカーを引きましたので、ご指導にお役立てください。色分けにつきましては以下ようになります。

-  分詞の形容詞的用法(後置修飾)
-  関係代名詞(主格)
-  関係代名詞(目的格[接触節含む])
-  間接疑問文
-  tell[want など]+人+to 不定詞

## 1

## 絵・図・表などを用いた読解①

- 1 次の文章は右の絵を説明したものです。これを読んで、Sachiko と John を絵の中から選び、記号で答えなさい。(埼玉)

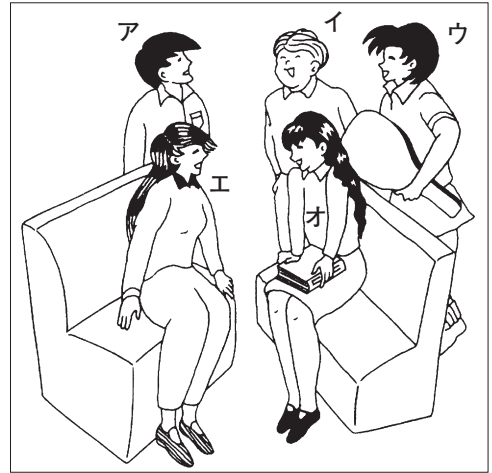
語句の確認

hair behind between A and B

There are five students in the room. Two girls with long hair are talking with each other on the \*sofas. They are Ann and Sachiko. Sachiko has a book in her hands. Paul is standing behind Ann. He is talking with John and Mary. John is standing between Paul and Mary. Mary is the only girl that is standing and has short hair.

語句 sofa ソファ

答 Sachiko [ ] John [ ]



- 2 次は、Barns 先生と Takeshi との対話です。下の表の中で、Takeshi の手伝いの内容として対話と合っているものを一つ選び、記号で答えなさい。(埼玉)

語句の確認

office dish fun else go shopping

Mr. Barns : I hear your father and mother work in their offices.

Takeshi : Yes, they do. So my family have to help each other with a lot of things at home.

Mr. Barns : That's great! What do you do?

Takeshi : On Monday, Wednesday and Friday, I wash the dishes after dinner. On Tuesday, Thursday and Saturday, my sister, Mika, does the same thing.

Mr. Barns : Anything else?

Takeshi : When my sister washes the dishes, I take our dog for a walk. It's fun. On Sunday, I clean the house with Mika. Father and Mother go shopping and buy a lot of things.

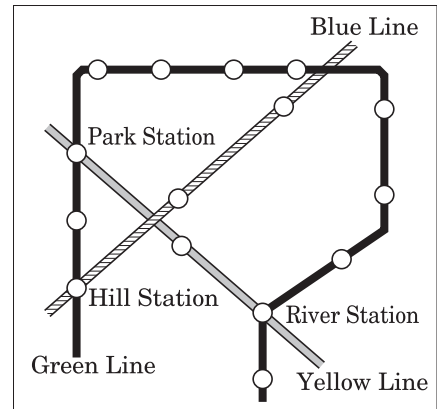
|   | 日    | 月    | 火    | 水    | 木    | 金    | 土    |
|---|------|------|------|------|------|------|------|
| ア | 家の掃除 | 犬の散歩 | 食器洗い | 犬の散歩 | 食器洗い | 犬の散歩 | 食器洗い |
| イ | 買い物  | 食器洗い | 犬の散歩 | 食器洗い | 犬の散歩 | 食器洗い | 犬の散歩 |
| ウ | 買い物  | 食器洗い | 食器洗い | 食器洗い | 犬の散歩 | 犬の散歩 | 犬の散歩 |
| エ | 家の掃除 | 食器洗い | 犬の散歩 | 食器洗い | 犬の散歩 | 食器洗い | 犬の散歩 |

答 [ ]

3 右の電車の路線図を見て、次の文章の( ① )～( ④ )に入る最も適当な語をそれぞれ一語ずつ答えなさい。(茨城)

語句の確認

change get off



There are two ways to go from Hill Station to River Station.

If you want to go to River Station fast, take the Green Line to ( ① ) Station. Then change to the ( ② ) Line there. River Station is the second station.

If you do not want to change trains, don't get off at Park Station. River Station is the ( ③ ) station on the Green Line from Hill Station.

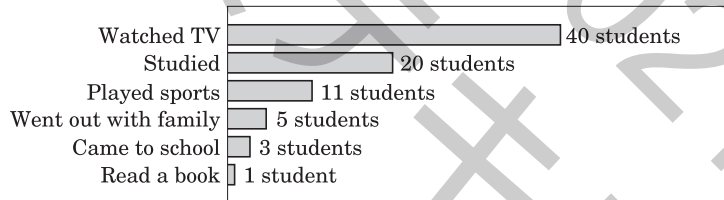
If you take the ( ④ ) Line, you cannot arrive at River Station.

□① ..... □② ..... □③ ..... □④ .....

4 明子は自分を含めたクラス全員(40人)に、休みだった先週の土曜日について、主な過ごし方を二つ答える調査をしました。次のグラフは、その結果をまとめたものです。

また、下の文章は、明子はそのグラフを使いながら授業で発表したスピーチの一部です。( ① )～( ⑤ )に入る最も適当な語をあとからそれぞれ一語ずつ選び、記号で答えなさい。(神奈川)

WHAT DID WE DO LAST SATURDAY?



語句の確認

half true maybe own in the future

Please look at this.

We can see that ( ① ) of us watched TV last Saturday. Maybe TV is our best friend. We did not have homework last week, but half of us ( ② ). Our teachers may be happy to hear it. But they will not be ( ③ ) if they hear that only one student read a book. A few students came to school, and more ( ④ ) ten students played some sports.

In the future, we will have no school on Saturday. I feel that everyone ( ⑤ ) think more about his or her own time.

- |          |        |           |        |
|----------|--------|-----------|--------|
| ア true   | イ than | ウ studied | エ lot  |
| オ should | カ all  | キ isn't   | ク glad |

答 □① [ ] □② [ ] □③ [ ] □④ [ ] □⑤ [ ]

5 右のメモは Akihiro がクラスでスピーチをするためのものです。メモにもとづいて英語でスピーチをするとき、あとの文中の①～④の( )に入る最も適当な語をそれぞれ一語ずつ答えなさい。(佐賀)

語句の確認

math won < win felt < feel sleepy a member of take a bath

Hello, everyone. Now I am going to talk about my last Sunday.

I got up at seven and took a walk with my dog. After that, I ① ( ) ( ). You know, I'm a member of the baseball club. We had a baseball game that day. While I was playing, I found my father. I was so happy because he was watching our game. We played for two and a ② ( ) ( ). We won the game! Then I came home at one o'clock and had lunch. After lunch I ③ ( ) ( ) ( ) and watched a soccer game on TV from two. I had dinner at six, and then took a bath. I enjoyed talking with my family about the baseball game. About eight thirty I felt very sleepy, but I studied math and English. I went to bed ④ ( ) than my brother.

|             |                  |
|-------------|------------------|
| 7:00～       | 起床, 犬の散歩, 朝食     |
| 9:30～12:00  | 野球の試合(父も応援)      |
| 13:00       | 帰宅               |
| 13:30       | 昼食               |
| 14:00～18:00 | 読書, テレビ(サッカーの試合) |
| 18:00～20:30 | 夕食, 風呂, 家族とのだんらん |
| 20:30～22:30 | 勉強(数学, 英語)       |
| 23:00       | 就寝(兄は勉強中)        |

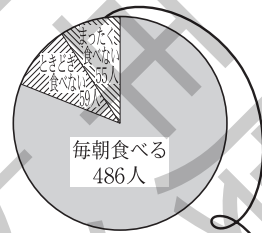
I was tired, but I had a very good time last Sunday. Thank you.

- ① ..... □② .....  
 □③ ..... □④ .....

6 次の文章を読んで、あとの問いに答えなさい。(北海道)

Do you eat breakfast every morning? \*Graph 1 shows how many students in our high school eat breakfast. There are 600 students in our school, and 486 of them have breakfast every morning. But ( ① ) students never have breakfast.

グラフ1 朝食についての生徒の状況



Graph 2 shows why these students never have breakfast. 35 students don't have enough time in the morning. And ( ② ) students don't want to eat breakfast.

グラフ2 朝食を「まったく食べない」理由



語句 graph グラフ

(1) 本文と右上のグラフの内容が合うように、( ① ), ( ② )に入る適当な数字を答えなさい。

答 □① ( ) □② ( )

□(2) グラフ1の内容に合うように、次の対話文の.....に入る最も適当な語を一語ずつ答えなさい。

Teacher : Do you eat breakfast every morning?

Student : No. I ..... breakfast.

Teacher : Then you are one of the 59 students.

## 1

## 絵・図・表などを用いた読解②

## 地図の読解

## 1 道をたずねる表現

Will you tell me the way to …?

「…へ行く道を教えてくださいませんか。」

Will you tell me how to get to …?

## 2 [かかる]時間をたずねる表現

How long does it take from ~ to …?

「～から…までどれくらい時間がかかりますか。」

## WORDS

turn

cross

corner

street

block

right

left

along

straight

bridge

river

station

hospital

library

post office

bank

restaurant

college

museum

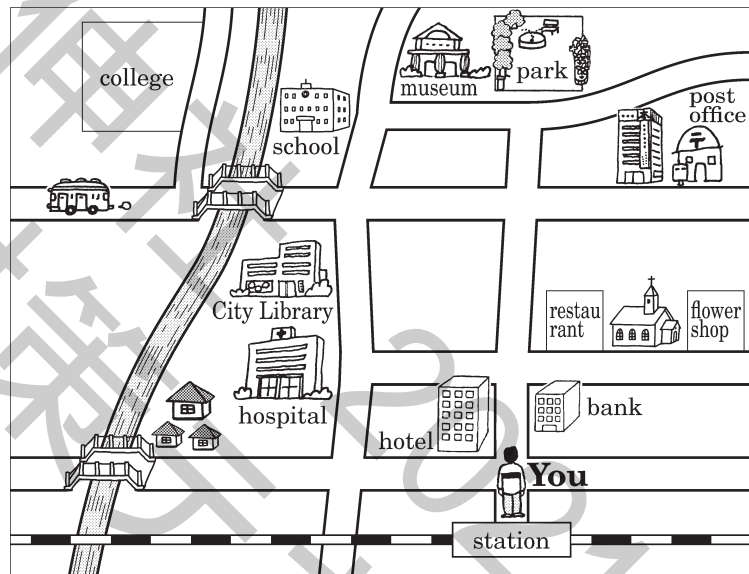
## IDIOM

in front of

over there

between A and B

next to



## 3 道を教える表現

あなたは今、駅にいます。あとの①～⑤の指示にしたがって、いろいろな場所へ行く道を上の地図でたどってみましょう。

- ① Turn left at the hotel over there. Walk along the street until you come to the river. You will see three houses near the river. The largest one is Mary's.
- ② Turn right at the bank and walk straight. You will see it. It is between a flower shop and a restaurant.
- ③ Go one block and turn left and walk. You'll see a hospital in front of you. Next, turn right there. Soon you will find the City Library on your left.
- ④ Go along this street and turn right at the third corner. There is a tall building on your left. The post office is next to it.
- ⑤ Go straight for two blocks and turn left. Then go along the street until you get to a bridge. Cross the bridge and turn right. You'll see the college on your left.

## 練成問題

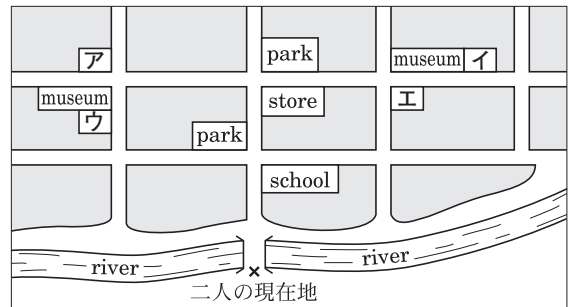
- 1 次の対話は、地図上の×地点でのものです。あとの問いに対する答えとして最も適当なものを地図上のア～エから一つ選び、記号で答えなさい。 (宮城)

A: Excuse me, but could you tell me the way to the library?

B: Sure. Cross the bridge and go two blocks along this street. When you see a park, turn right and go one block. You will find a museum on your left. The next building is the library.

A: Oh, thank you.

B: You're welcome.



問い Which building is the library? [      ]

- 2 次は、ある外国人(Foreigner)が、駅でNorikoに市の図書館へ行く道をたずねているときの対話です。対話の内容に合うように、あとの①～⑤の日本語の[      ]内に適当な日本語または数字を入れなさい。ただし、②と③は地図上のア～オの記号で答えなさい。 (和歌山)

Foreigner : Excuse me. Can you tell me the way to the City Library? I want to visit my friend who works there.

Noriko : O.K. Can you see the place with a lot of trees over there?

Foreigner : Yes. Is it a park?

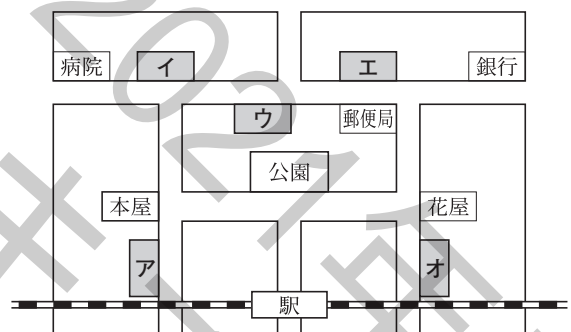
Noriko : Yes, it is. First, walk to the park. Then go left there. You will see a bookstore. Turn right there and walk. You will see a college in front of you. Next, turn right there. Soon you will find the City Library on your right. It's a white building. It's easy to find.

Foreigner : How long do I have to walk from here to the City Library?

Noriko : About fifteen minutes.

Foreigner : Thank you very much.

Noriko : You're welcome.



- ① 外国人は市の図書館で働いている [      ]を訪ねるところである。  
 □② 大学は地図上の [      ]の位置にある。  
 □③ 市の図書館は地図上の [      ]の位置にある。  
 □④ 市の図書館は [      ]色の建物である。  
 □⑤ 駅から市の図書館まで徒歩で約 [      ]分かかる。

- 3 次の Betty と Masao の対話から判断するとき、図書館は地図上のア～エのどれにあたりますか。その記号を答えなさい。(埼玉)

Betty and Masao are standing in front of the flower shop.

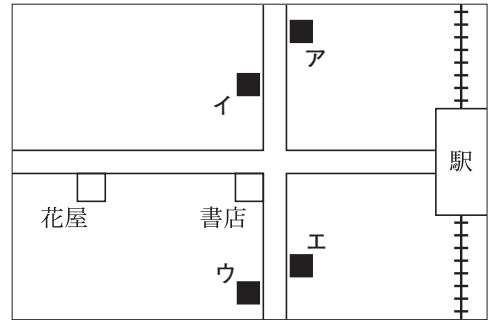
Betty : Will you tell me how to get to the library, Masao?

Masao : Sure. You can see the station over there. Go along this street, and you will see a bookstore on the corner.

Betty : I see.

Masao : Turn to the right there and go straight. Soon you will find the library on your left.

Betty : O.K. Thank you.



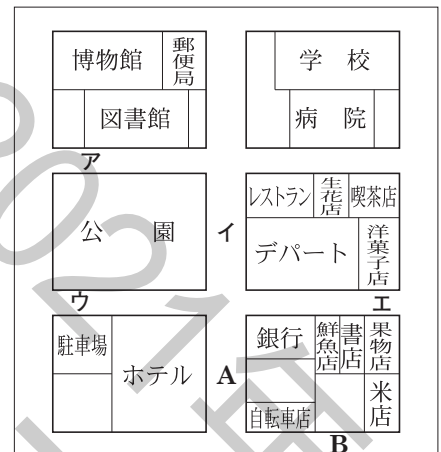
答 [      ]

- 4 右の地図を見て、あとの問いに答えなさい。(秋田)

(1) 次は、地図上の A 地点で、博(Hiroshi)がある外国人 (A foreigner) に書店までの道順を聞かれたときの対話です。( ① ), ( ② ) に適当な語(句)を書き入れて対話を完成しなさい。

A foreigner : ( ① ) the bookshop?

Hiroshi : Turn right at the bank and walk straight, and you will see it ( ② ) the fish shop and the fruit shop.



- ① .....  
□② .....

(2) 次の①, ②は地図上の B 地点で、ある目的地への道順を説明したものです。それぞれの目的地を英語で書きなさい。

□① Turn left at the rice shop and walk straight three blocks. You will see it on your left at the corner.

□② You see the bicycle shop over there. Turn right there and walk straight two blocks. Then turn left at the corner, and you will see it on your right.

- (3) 次は地図上のア～エのいずれかの地点で、ある目的地への道順を聞かれたときの説明です。どの地点で聞かれたのか、記号で答えなさい。 答 [      ]

Walk one block and turn left at the corner. Walk one more block and turn right at the corner. You will see the flower shop next to the restaurant.

## 応答・会話表現

1 次のAとBが対話になるように、に入る最も適当な文をあとからそれぞれ一つずつ選び、記号で答えなさい。

□(1) A: Who is that tall boy? Do you know him? 答 [ ] (福岡)

B:  He is my friend, Hiroshi.

ア Yes, I am. イ No, I'm not. ウ Yes, I do. エ No, I don't.

□(2) A: This doll is very beautiful. Did you make it? 答 [ ] (福岡)

B:  My aunt made it for me.

ア Yes, I did. イ No, I didn't. ウ I gave it to her. エ I don't know.

□(3) A: How do you like Okinawa? 答 [ ] (沖縄)

B:

ア Yes, I do. イ I like it very much. ウ No, I don't. エ I came by plane.

□(4) A: Which do you like better, baseball or soccer? 答 [ ] (岐阜)

B:  But I like tennis the best.

ア Yes, I do. イ I like skiing better.

ウ No, I don't. エ I like soccer better.

□(5) A: Where did you go last summer? 答 [ ] (岐阜)

B:  I had a wonderful time there. I enjoyed sports.

ア I went to Hokkaido. イ No, I didn't. ウ Sorry? エ I live in Tokyo.

□(6) A: Do you always take your dog for a walk? 答 [ ] (島根)

B:  My sister sometimes does.

ア In the morning. イ Yes, she does. ウ Not my dog. エ Not always.

□(7) A: Was your sister watching TV when you went home? 答 [ ] (島根)

B:  She was studying math.

ア Yes, she was going home. イ No, she wasn't watching TV.

ウ Yes, she was watching TV. エ No, she wasn't studying.

□(8) A: Look at the woman **running** over there.  答 [ ] (福岡)

B: Of course. She is our music teacher.

ア Where is she going? イ Do you know **who she is**?

ウ How is she? エ Do you know **what she has**?

□(9) A: Tomomi, here in Japan you have **one good thing we don't have** in our country. 答 [ ] (栃木)

B:

A: It's *yukata*.

ア What is it? イ Do you like it?

ウ What do you have? エ Do you have it?



- (10) A : My school is 50 years old. How about yours? 答 [ ] (福岡)  
 B : [ ] Mine is 20 years younger than yours.  
 ア Mine is not as old as yours. イ Yours is as old as mine.  
 ウ Mine is older than yours. エ Yours is younger than mine.
- (11) A : How was the party? 答 [ ] (広島)  
 B : [ ] I really enjoyed it.  
 ア Oh, I wasn't there. イ Oh, it didn't mean anything.  
 ウ Oh, it was great. エ Oh, I can't remember it.
- (12) A : This is a wonderful dinner. How did you make it? 答 [ ] (徳島)  
 B : [ ] I have to ask my mother.  
 ア No, thank you. イ You're welcome. ウ I'm not sure. エ Yes, please.
- (13) A : It's already dark. Can you walk faster? 答 [ ] (福岡)  
 B : [ ] I'm too tired to walk faster.  
 ア Sure, let's run. イ Sorry, I can't. ウ Yes, I can. エ You're welcome.
- (14) A : May I use your pencil? 答 [ ] (栃木)  
 B : [ ] It's on the table.  
 ア Yes, of course. イ No, thank you. ウ Fine, thank you. エ No, I don't.
- (15) A : May I ask you some questions? 答 [ ] (岐阜)  
 B : [ ] What are they?  
 ア No, you mustn't. イ Sure. ウ No, thank you. エ Yes, I am.
- (16) A : Would you like some more coffee? 答 [ ] (宮崎)  
 B : [ ]  
 A : With milk?  
 ア I like tea, too. イ I hope I can. ウ Yes, please. エ That's too bad.
- (17) A : How about another glass of orange juice? 答 [ ] (島根)  
 B : [ ] I've had enough. I've already had three glasses.  
 ア No, thank you. イ Yes, please. ウ Me, too. エ It's my pleasure.
- (18) A : Excuse me. Can you tell me the way to the station? 答 [ ] (徳島)  
 B : [ ] I don't live in this city.  
 ア Of course. イ I think I can tell you.  
 ウ Yes, I can. エ You should ask someone else.
- (19) A : Could you tell me the way to Honmachi Junior High School? 答 [ ] (高知)  
 B : Oh! That's my school. I'm going to school now. [ ]  
 A : Thank you.  
 ア Please ask someone. イ Please come with me.  
 ウ Please show me the way. エ Please take me there.
- (20) A : I couldn't sleep well last night. 答 [ ] (栃木)  
 B : [ ]  
 ア That's too bad. イ Nice to meet you.  
 ウ You are welcome. エ How do you do?

- (21) A : Do you think it's hot in this room? 答 [ ] (徳島)  
 B : Yes, I think so.  
 A :   
 B : Thank you.  
 ア Can you open the windows? イ Please open the windows.  
 ウ Let's open the windows. エ Shall I open the windows?
- (22) A : Hello. Can I help you? 答 [ ] (埼玉)  
 B : Yes. I want a hat.   
 A : You mean this one?  
 B : No. That one with a big blue ribbon. \*ribbon リボン  
 ア Shall I show you that white one? イ Will you buy me that white one?  
 ウ Can you show me that white one? エ May I bring you that white one?
- (23) A : Let's go shopping tomorrow morning. 答 [ ] (宮崎)  
 B : That's a good idea. Where shall we meet?  
 A :   
 B : O.K. I'll be there at ten.  
 ア You are welcome. イ Here you are.  
 ウ No, I won't. エ How about in front of the station?
- (24) A : Please stop talking. Our baby is sleeping. 答 [ ] (福岡)  
 B :  I didn't know that.  
 ア I'm very sorry. イ You're welcome.  
 ウ Yes, I saw that. エ No, thank you.
- (25) A : May I introduce myself? My name is Rika Saito. 答 [ ]  
 B :   
 ア Nice to meet you. イ Let me see....  
 ウ Excuse me. エ I'm fine, thank you.
- (26) A : Thank you very much. You are very kind. 答 [ ] (滋賀)  
 B :   
 ア No, thank you. イ You are welcome. ウ I'm fine. エ Yes, you are.
- (27) A : Is your bag new? 答 [ ] (山口)  
 B :  I've used it for more than two years.  
 ア Not really. イ That's right. ウ No, not yet. エ I see.
- (28) A : You look tired.  答 [ ] (島根)  
 B : I was watching a soccer game on TV until two last night. So I want to sleep.  
 ア Have a good time. イ What's wrong?  
 ウ How much is it? エ Here you are.
- (29) A : Hello. This is Tom. Can I speak to Ken? 答 [ ] (宮崎)  
 B : He's not in right now.   
 A : No, that's all right. I can call back later.  
 ア Goodbye. イ Can I take a message? ウ Thank you. エ Just a minute.

- (30) A : Two hamburgers and one orange juice, please. 答 [     ] (宮崎)  
 B : All right. [                     ]  
 A : Thanks. How much is it?  
 ア I sometimes cook myself.     イ That's right.  
 ウ Why not?                             エ Here you are.
- (31) A : I'm sorry, Jack. I've lost your pencil. 答 [     ] (栃木)  
 B : Oh, it's O.K., Nancy. [                     ] I have some more.  
 ア Excuse me.     イ Don't worry.     ウ How about you?     エ No, thank you.
- (32) A : Her name is Masako Nagai. 答 [     ] (島根)  
 B : [                     ]  
 A : Masako Nagai.  
 ア Why?     イ Pardon?     ウ How about you?     エ Do you know?
- (33) A : Let's play tennis. 答 [     ] (徳島)  
 B : [                     ]  
 A : How about playing tennis together?  
 B : Oh, I'm sorry, but I can't.  
 ア What did you say?     イ That's good.     ウ Yes, let's.     エ When do you play it?

㊦ ② 次の場面における発言として最も適当なものをあとからそれぞれ一つずつ選び、記号で答えなさい。

(東京)

- (1) Your friend asks you to play tennis. But you are too busy to play. 答 [     ]  
 ア No, I'm not very busy.     イ Not now. Let's play another time.  
 ウ You're busy, but I'm not.     エ I like tennis. How about you?
- (2) You must begin to do your homework. But your sister is playing the piano in your room.  
 It is difficult for you to study. At that time, what do you say to your sister? 答 [     ]  
 ア May I play the piano with you?  
 イ Shall I play the piano for you?  
 ウ Why don't you play the piano for me?  
 エ Will you stop playing the piano, please?
- (3) You are talking with your friend. He says that he's going to Hokkaido for skiing with his  
 father this Friday. At that time, what do you say to your friend? 答 [     ]  
 ア I'm sorry, I don't know.     イ Welcome to Hokkaido.  
 ウ I hope you have fun.     エ I think so, too.
- (4) What will you say first when you answer the telephone, and you can't understand the other  
 person's name? \*person 人 答 [     ]  
 ア I'm sorry. Who is calling, please?  
 イ Excuse me. Why are you calling my name?  
 ウ I'm sorry. My name is Jones.  
 エ Excuse me. I'll call you later.

## 対話文（文補充）

1 次は、Dick と彼の先生、そして彼の母親との一連の対話です。これを読んで、 に入る最も適当な文をあとからそれぞれ一つずつ選び、記号で答えなさい。 (鹿児島)

(1) At school 答 ① [     ] ② [     ]

Teacher : Dick, you don't look well. ①

Dick : I'm tired and I feel really sick.

Teacher : ② Go home and sleep.

Dick : Thank you very much.

ア That's too bad.   イ Will you help me?   ウ What's wrong?

(2) At home 答 ① [     ] ② [     ] ③ [     ]

Mother : Oh, Dick. Why did you come home so early?

Dick : I don't feel good.

Mother : Oh, no. You studied hard until late last night. ①

Dick : Three o'clock in the morning. ②

Mother : Sure. I'll make something \*special for you. 5

Dick : Thanks.

Mother : Sleep \*for a while. ③

【語句】 special 特別な   for a while しばらくの間

ア Will you give me something to drink?   イ Sorry, I can't.

ウ I hope you'll get better soon.   エ What time did you go to bed?

2 次は、Masaki と彼の友だちの Bill との対話です。これを読んで、① ~ ③ に入る最も適当な文をあとからそれぞれ一つずつ選び、記号で答えなさい。 (青森)

語句の確認

join   free   alone   That sounds good.

答 ① [     ] ② [     ] ③ [     ]

Bill : Are you free tomorrow?

Masaki : Yes. ① Why?

Bill : Because many of my friends and I are going to the \*beach to \*pick up \*cans tomorrow. ②

Masaki : Sure. That sounds good. What time will you start? 5

Bill : We'll start at 1:30 p.m. and finish at about 3:30 p.m.

Masaki : O.K. ③

Bill : I will go there by bike with some of my friends. Let's go together.

Masaki : All right.

【語句】 beach 海岸   pick up 拾う   can 缶

- ア Why don't you join us?  
 イ I want to be free tomorrow.  
 ウ Why are you going to join us?  
 エ How will you go to the beach?  
 オ I have nothing to do tomorrow.  
 カ Did you go to the beach alone?

3 次は、中学生の Akira と Keiko との学校での対話です。これを読んで、①～③に入る最も適当な文をあとからそれぞれ一つずつ選び、記号で答えなさい。(千葉)

語句の確認

idea send poor

答 □① { } □② { } □③ { }

Akira : Look at this \*article, Keiko.

Keiko : What is it about?

Akira : It is about \*elementary schools around the world. It says that there are many children who are poor and need help.

Keiko : Oh, I heard about that. I want to help them if I can. □①

5

Akira : Well, the article says that many children need more notebooks and pencils.

Keiko : □②

Akira : It's a pencil. The boy uses his pencils until they become very short like the one in the picture.

Keiko : You know, Akira, we often stop using pencils before they become as short as that. I think we should \*collect pencils and send them to the children. 10

Akira : □③ And we also have some notebooks we don't use. We can send those, too.

Keiko : You're right. Let's tell our friends about this idea and \*ask for their help.

Akira : Yes, let's.

15

語句 article [新聞などの] 記事 elementary school 小学校 collect 集める  
 ask for …を求める

- ア They are all right.  
 イ Why do you want to help them?  
 ウ What can we do for such children?  
 エ Does this boy in the picture have a notebook in his hand?  
 オ That's a good idea.  
 カ No, let's not.  
 キ What is that small thing the boy has in his hand?

- 4 次は、Mike と Yumi との対話です。これを読んで、①～⑤に入る最も適当な文をあとからそれぞれ一つずつ選び、記号で答えなさい。 (長崎)

答 □① [     ] □② [     ] □③ [     ] □④ [     ] □⑤ [     ]

Mike : Hi, Yumi. How are you?

Yumi : Fine, thank you. How are you?

Mike : Very well, thank you. Yumi, last Sunday I \*went bird watching at Mt. Unzen.

Yumi : Oh, did you? ①

Mike : Yes, I like it very much. I enjoyed watching many different birds there for about 5 two hours.

Yumi : Great. ②

Mike : My father did. We had a very good time. And I'm going to go bird watching at Lake Suwa tomorrow. ③

Yumi : Of course, I will. ④ 10

Mike : You don't need to bring anything, because I have two \*binocular telescopes. I will bring lunch, too.

Yumi : Oh, thank you. ⑤

Mike : By bus. So, come to my house at eight tomorrow morning.

Yumi : All right. See you tomorrow. 15

【語句】 go bird watching バードウォッチングに行く binocular telescope 双眼鏡

- ア What should I bring?
- イ Did you go with your father?
- ウ What do you have?
- エ Will you come with me?
- オ Do you like bird watching?
- カ Who went there with you?
- キ Who will go with you?
- ク Shall I go with you?
- ケ How will we go there?

5 次は、Keiko と英語指導助手 (AET) の Miss Green が教室で作品展を見ている場面の対話です。これを読んで、① ~ ⑤ に入る最も適当な文をあとからそれぞれ一つずつ選び、記号で答えなさい。

(岐阜)

語句の確認

paper earth collect foreign country

答 □① [ ] □② [ ] □③ [ ] □④ [ ] □⑤ [ ]

Keiko : Miss Green, this is my \*work.

Miss Green : Wow ... how beautiful! They are \*postcards, aren't they?

Keiko :  ①

Miss Green : How did you make them?

Keiko : I made them from \*milk cartons. 5

Miss Green : Milk cartons? Really?

Keiko : Yes. Please look at the pictures I took.  ②

(Miss Green looks at the pictures.)

Miss Green : Now I understand. You're a good \*artist. I love your postcards.

Keiko : Thank you. 10

Miss Green :  ③

Keiko : Sure. What is it?

Miss Green : You made a lot of postcards. Wasn't it difficult for you to collect milk cartons?

Keiko : No. It wasn't difficult at all because many people \*throw them away as 15 \*trash.

Miss Green : I see.  ④

Keiko : That's right. It's a way of \*recycling. We want to \*save trees, so we shouldn't \*waste paper.

Miss Green : I \*agree with you. We should be kind to the earth. 20

Keiko : I'd like to send such postcards to my friends in foreign countries.

Miss Green : Very good idea, Keiko.  ⑤

Keiko : Thank you very much.

【語句】 work 作品 postcard はがき milk carton 牛乳パック artist 芸術家  
 throw ... away ...を捨てる trash ごみ recycling リサイクル save 守る, 救う  
 waste むだにする agree with ...に同意する

ア Shall I go with you?

イ They show how to make postcards from milk cartons.

ウ May I ask another question?

エ So your idea came from trash, right?

オ Yes, they are.

カ I'm sure your friends will like them, too.

## 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 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 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, “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 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  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、次の日本語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、日本に関係がわりながら、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?)

.....  
.....

## 読解問題演習

- 1 《テーマ：学校の制服》 次の対話文を読んで、あとの問いに答えなさい。 (佐賀)  
 《主な設問：適文補充選択》

## 語句の確認

parents fun worry spend wrong

One day Yasuko and Masaaki are talking about school \*uniforms.

Yasuko : I like school uniforms because I don't have to worry about my \*clothes every morning. Also  ①

Masaaki : Do you think so? I don't like school uniforms because I have to \*wear the same clothes every day. It must be fun to \*pick the clothes I wear. 5

Yasuko : Well, your parents have to spend a lot of money on clothes, then.

Masaaki :  ② Clothes are not \*expensive.

Yasuko : I think you're wrong. And I like my school uniform because it shows that we are all students of the same school.

Masaaki : Well,  ③ If you wear the same clothes, you can't feel that you are 10 different.

Yasuko : I don't think ④ so. You can be different \*even if you wear the same clothes.

【語句】 uniform 制服 clothes 衣服 wear 着る pick 選ぶ expensive [値段が] 高い even if たとえ～としても

- (1)  ① ~  ③ に入る最も適当なものを次から一つずつ選び、記号で答えなさい。

① [ ]  ② [ ]  ③ [ ]

- ア That's a good idea!  
 イ That's no problem.  
 ウ I want to be different from other students.  
 エ I study too much.  
 オ I think my school uniform looks very pretty.

- (2) 下線部④の so の具体的な内容を日本語で答えなさい。

( [ ] )

- (3) Yasuko の考えと一致するものを次から二つ選び、記号で答えなさい。 [ ] [ ]

- ア 学校の制服はきれいである。  
 イ 学生の使う服代はたいしたことはない。  
 ウ 勉強するには制服のほうが気持ちが集中できる。  
 エ 制服には同じ学校の生徒であるという一体感が感じられる。  
 オ 制服は寒暖の調節ができにくい。  
 カ 制服を着ていても個性は発揮できる。

- 2 《テーマ：将来の夢》  
《主な設問：内容一致文選択》 Kyoko が書いた次の文章を読んで、あとの問いに答えなさい。 (千葉)

語句の確認

dream future life chance program build change popular  
afraid among do one's best

“What is your dream? What will you do in the future? Please write about your dream.” That was the homework Mr. Ito gave us.

Mr. Ito is our English teacher and he is very popular among all students. He often says to us, “With a dream, you can build your own future.” When he was a junior high school student, Mr. Ito had a dream. He enjoyed his school life very much and learned many things from his teachers and friends. So he wanted to be a teacher. Since then his dream has \*come true.

My dream was to work at an \*airport. My friend's sister, Hiroko, works at an airport, and she has often told me about her work. But when I watched TV last week, I saw a Japanese woman who was working as an \*airline pilot. I was surprised and very happy to see such a woman, because I thought only men could become airline pilots. My dream changed after watching that program. Now, my dream is to become an airline pilot.

Mr. Ito also said, “Take a chance and try many new things. Don't be afraid to have a big dream. Dreams will change your life.” Now I understand that everyone needs to have a dream. My dream of becoming a pilot is very big, but if I work hard, my dream can come true. I will do my best.

【語句】 come true 実現する airport 空港 airline pilot 旅客機のパイロット

- (1) 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 does Kyoko think she has to work hard?

- (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 homework Mr. Ito gave us was to write about our dreams.

イ Most students don't like Mr. Ito because he gives a lot of homework.

ウ Mr. Ito wanted to be a pilot in his junior high school days.

エ Mr. Ito had a very good time when he was a junior high school student.

オ Hiroko became the first airline pilot in Japan last week.

カ Kyoko's dream has come true because she did her best.

キ Mr. Ito told us to take a chance and to try many new things.

- (3) この文章の題名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 To Lose One's Dream

イ To Change Mr. Ito's Dream

ウ To Have a Big Dream

エ To Understand Hiroko's Dream

- 3 《テーマ：自然とゴミ》 次は Jiro が英語の授業で発表した伊吹山 (Mt. Ibuki) 登山について  
 《主な設問：日本語による記述》 のスピーチです。これを読んで、あとの問いに答えなさい。 (滋賀)

語句の確認

group found < find smile felt < feel climb be famous for

Have you ever climbed Mt. Ibuki? If you go there in summer, you'll see many beautiful flowers. Mt. Ibuki is famous for them, but last summer I found something more beautiful there.

In early August, last year, I climbed Mt. Ibuki with my family. We started late at night, and got to the \*top just before the \*sunrise. Many people ① do so in summer because it is cool at night. The sunrise was wonderful. Everything looked \*fresh in the morning light.

After some time, we walked around to see the flowers. Then, we saw a group of young people. At first we didn't know what they were doing, but soon we found that they were \*picking up \*empty \*cans. My family and I began to do ② the same.

We worked hard, but we could find only a few empty cans. When the work was done, the young people looked up and gave us a big smile. It was a very beautiful smile. I was a little tired but I felt happy. After that we enjoyed seeing the pretty flowers. Then we walked down the mountain, with the empty cans in our bags.

On that summer day, I saw a beautiful sunrise and beautiful flowers but I saw ③ something more beautiful.

【語句】 top 頂上 sunrise 日の出 fresh 新鮮な pick up 拾う empty 空の can 缶

- (1) 下線部①の do so の具体的な内容を日本語で答えなさい。  
 ( )
- (2) 下線部②の the same の具体的な内容を日本語で答えなさい。  
 ( )
- (3) 下線部③の something more beautiful の具体的な内容を日本語で答えなさい。  
 ( )
- (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 Jiro climbed Mt. Ibuki to see the beautiful flowers during the spring vacation.  
 イ Jiro and his family arrived at the top of Mt. Ibuki late in the morning.  
 ウ The young people and Jiro's family picked up empty cans together.  
 エ Jiro was so tired that he could not see the beautiful flowers.  
 オ It was easy for Jiro's family to find many empty cans at the top of Mt. Ibuki.  
 カ When Jiro's family went down Mt. Ibuki, they had the empty cans in their bags.



- 4 《テーマ：ボランティア活動》 次の対話文を読んで、あとの問いに答えなさい。  
 《主な設問：日本語による記述》

(埼玉)

## 語句の確認

vacation    volunteer    true    else    on the way to    go camping

*Helen is an AET from America. Akiko meets her on the way to school. They talk while they walk to school together.*

*Helen :* How was your summer vacation, Akiko?

*Akiko :* Oh, I had a very good \*experience. I did volunteer work with my friends. We visited the home for old people in our city. 5

*Helen :* Oh, really? That's good. What did you do there?

*Akiko :* Well, we helped some of the old people to take a walk in the garden. We helped some of them to eat lunch, too. It was not easy for them ① to do those things without any help.

*Helen :* That's true. What else did you do? 10

*Akiko :* Some of them made *otedamas* for us and we played with them together. \*At the end of our visit, we all sang old Japanese songs together. They looked very happy. They wanted us to come again. We should try to visit homes for old people more often.

*Helen :* That's right. I also did volunteer work when I was a high school student. 15

*Akiko :* What kind of volunteer work did you do?

*Helen :* I went camping with some children and taught them how to live in \*nature. We made a \*fire and we cooked dinner. I also took them to the \*beach and we cleaned it. Through ② those experiences, they learned the \*importance of nature and working together. 20

【語句】 experience 経験    at the end of …の終わりに    nature 自然    fire 火  
 beach 浜辺    importance 重要性

- (1) 下線部①の to do those things の具体的な内容を日本語で答えなさい。

( )

- (2) 下線部②の those experiences の具体的な内容を日本語で答えなさい。

( )

(3) 本文の内容に合うように、次の問いに対する答えの文の.....に最も適当な語を一語ずつ入れなさい。

- ① Did Helen go to the home for old people during the summer vacation with Akiko?

.....'

- ② What did some of the old people make for Akiko and her friends?

..... for Akiko and her friends.

- (4) 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 The old people listened to the songs but didn't sing with Akiko and her friends.

イ The old people wanted Akiko and her friends to visit them again.

ウ Helen didn't do volunteer work when she was in high school in America.

エ Akiko cleaned the beach with her friends.

5 《テーマ：障害者問題》 次の文章を読んで、あとの問いに答えなさい。

(京都)

語句の確認

taxi person believe join get on get off a member of

When Cathy and I got on the bus, we saw an old woman in a \*wheelchair. Cathy looked a little ( ㉑ ) and told me that it was a very fine \*system to ride on the bus without leaving the wheelchair. I thought she was right, but I told her, “There are not many buses **that** have those systems. During \*rush hour it is not so easy for people in wheelchairs to use them. I’ve heard that they usually take taxis or something else.” 5  
Then we began to talk about **things we could do** ① ( hands / needed / for / people / our / who ).

I knew that Cathy was a member of a volunteer group when she was in America, so I said to her, “I’d like to do some volunteer work, but I don’t know what to do for it.” She answered, “There are many ways to help people. ( ㉒ ) you look for something to do 10 around you? Cleaning around your house is an easy way to start. Also, there may be an old person **who** wants to talk with someone. ② Try to do something **which** you can do with a smile.”

Then I \*noticed that the old woman in the wheelchair was going to get off the bus. “Oh, look!” I said, “Let’s go to help her.” So we did, and she thanked us many times. ③ I 15 felt happy about it.

I believe that it is very important to make our \*society good for old people, little children and \*handicapped people. If they feel happy to live in this society, then I think everyone will be able to live a happy life here. I have waited for someone to make such a society. We should not wait. I must start to do it first. 20

On our way home after getting off the bus, I said to Cathy, “I remember that one of my friends went to some old people’s houses to play music with her music club members. I want to do something to make old people happy. For example, can we do *jidaigeki* for them?” Cathy answered, “That’s a good idea. I’ll join you. Let’s ask everyone in our class tomorrow. I’m ( ㉓ ) of them will join us.” 25

【語句】 wheelchair 車いす system システム, 仕組み rush hour ラッシュ・アワー  
notice 気づく society 社会 handicapped 障害のある

(1) ( ㉑ )～( ㉓ )に入る最も適当な語(句)を次から一つずつ選び、記号で答えなさい。

- ㉑ ア busy                    イ famous                    ウ surprised                    エ interesting                    [     ]  
□㉒ ア How are                    イ Why don’t                    ウ What did                    エ Aren’t                    [     ]  
□㉓ ア right much                    イ wrong each                    ウ sad a lot                    エ sure many                    [     ]

□(2) 下線部①の(     )内の語句を意味が通るように並べかえなさい。

- (3) ②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 How about talking with that person?
  - イ Why is that person talking about you?
  - ウ When do you talk about that person?
  - エ Where is that person talking with you?
- (4) 下線部③の具体的な内容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 わたしは、おばあさんが車いすに乗ったままで、いつでもバスを利用できることをうれしく感じた。
  - イ わたしは、車いすに乗ったおばあさんがバスに乗るのを手伝い、知り合いになれてうれしく感じた。
  - ウ わたしは、おばあさんがバスを降りるときに、座席から車いすにうつるのを手伝ってうれしく感じた。
  - エ わたしは、車いすに乗ったおばあさんがバスを降りるのを手伝い、お礼を言われてうれしく感じた。
- (5) 本文の内容に合うように、次の問いに対する答えとして最も適当なものをあとから一つずつ選び、記号で答えなさい。
- ① What did Cathy think about volunteer work? [      ]
- ア She thought that it was very important, so old people had to join some volunteer groups.
  - イ She thought that it was cleaning in her house because it was the best way to help people.
  - ウ She thought that it was very hard to do, but the easiest way was to talk with her friends.
  - エ She thought that it was not so difficult that people should try to do something with a smile.
- ② On their way home after getting off the bus, what did they talk about? [      ]
- ア They talked about playing music for old people with their music club members the next day.
  - イ They talked about asking everyone in their class to join their plan for old people the next day.
  - ウ They talked about a good idea which would make their friends happy at school the next day.
  - エ They talked about *jidaigeki* which they were going to do for everyone at school the next day.
- (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 There are many buses that have good systems for old people, but everyone has to take a taxi or something else during rush hour.
  - イ Cathy and I talked about things they could do for their class with old people, little children and handicapped people on the bus.
  - ウ To make our society good for everyone, we should not wait for other people to do something, so I must start to do it first.
  - エ Many people will be able to live a happy life in this society, because someone will make a good society some day.

- 6 《テーマ：手話》 次は Yumi と Yumi の家族との会話文です。これを読んで、あとの問い  
 《主な設問：内容要約文完成》 に答えなさい。 (福島)

語句の確認

message dish(es) **daughter** worried < **worry** strange  
 phone number Just a moment.

*Yumi* : I'd like to use \*sign language, Kenta. You've learned it. Show me, please.

*Kenta* : O.K., but why?

*Yumi* : Well, one of my friends **who** is a member of the Volunteer Club talked about something nice. One Saturday afternoon he went to a store in front of the station to buy a book. When he was waiting for a bus to go back home, he saw a girl \*on the other side of the street. Some people \*passed by her. She was trying to speak to someone walking near her. 5

*Father* : She was a \*salesperson, wasn't she?

*Yumi* : No, \*Dad. He felt something strange. He worried about her, and began to cross the street. Then he understood she was trying to show some \*actions to someone around her. He thought, "They must be sign language. One of them may be 'a telephone.'" He walked up to her. 10

*Mother* : So your friend helped the girl.

*Yumi* : Sure, \*Mom. She showed him a phone number in a notebook. She **wanted her mother to come** to the station and take her home. She needed someone's help to call her mother for her. So he called and told her mother <sup>①</sup>the message. In some thirty minutes her mother came. The girl looked very happy. He was very glad, too, but he was a little sorry. He couldn't speak to her at all when they were waiting for her mother. He wanted to learn sign language. 15

*Mother* : A good story, isn't it? Well, why do you want to learn sign language? 20

*Yumi* : To help some people **who** need my help.

*Kenta* : Oh, no! My \*reason is very different. I'm learning sign language to talk with people **who** use it. You know, <sup>②</sup>I'd like to learn **something I don't know**, and to understand other people. Then they'll understand me. 25

*Father* : Yes! And you can help other people **who** need your help, and they can also help you. 30

*Mother* : So, when we're helping other people, we're understanding each other. That'll be a great help to us.

*Kenta* : I understand.

*Yumi* : I see, Mom. Thank you, everyone.

*Mother* : All right. You've understood a good reason to learn languages, for example, sign language and English. So, go and study in your rooms, please. I'm going to wash the dishes.

*Father* : Just a moment, Kenta and Yumi! Before studying, help your mother with the

dishes, please. That'll be a great help to you.

35

Mother: You, too, \*darling!

【語句】 sign language 手話 on the other side of …の反対側に pass by そばを通り過ぎる  
 salesperson 物売り, 店員 Dad [呼びかけで] お父さん action 動作, 動き  
 Mom [呼びかけで] お母さん reason 理由 darling [呼びかけで] あなた

□(1) 下線部①の the message の具体的な内容を日本語で答えなさい。

( )

□(2) 下線部②を日本語に直しなさい。

( )

(3) 次の文章は, Yumi の友だちの話の内容を簡単にまとめたものです。( ① )~( ④ )に入る最も適当な語をあとから一つずつ選び, 記号で答えなさい。

□① [ ] □② [ ] □③ [ ] □④ [ ]

When Yumi's friend was in front of the station to go home ( ① ) bus, he saw a girl who tried to ( ② ) someone to help her. She was using sign language, but no one understood her. At last Yumi's friend knew ( ③ ) word in sign language and could help her. He was very happy, but felt a little ( ④ ) because he couldn't use sign language. So he wanted to learn it.

ア surprised イ by ウ with エ many オ sorry  
 カ ask キ want ク one

□(4) 本文の内容に合うように, 次の問いに英語で答えなさい。

What does Yumi's father want his children to do before they go to study?

□(5) 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 The girl who was waiting for a bus in front of the station used sign language and said, "I can help you."

イ Kenta and Yumi have different reasons to learn sign language. Kenta is learning it to help his sister.

ウ Yumi's friend called the girl's mother. About thirty minutes later she arrived at the station to take her daughter home.

エ Yumi's friend called the girl's mother, but he wasn't so happy because he couldn't talk to the mother at all.

オ Yumi's mother thinks it is good for a person to help other people because that will be a great help to the person.

- 7 《テーマ：自然保護》 次の文章を読んで、あとの問いに答えなさい。  
 《主な設問：内容要約文完成》

(群馬)

One early summer day, students at Kenji's school went to a mountain. All the students walked in groups.

Kenji, Yuri, Mayumi, and Takashi were in the same group. They enjoyed seeing beautiful trees while they were walking in the mountain. Yuri said, "I feel very good while I am in \*nature." After they walked up for an hour, Kenji said, "Listen! We can hear beautiful \*singing of birds." They stopped and listened.

While they were walking down, they came to a \*spring. They drank water from the spring. It was nice and cold. Takashi said, "It's very good. In the mountains, we can enjoy such nice water, too." Kenji said, "We are happy to live in Gunma, because we have wonderful nature."

That night, there was a TV program about \*dumping \*garbage in mountains. When Kenji watched it with his family, he said, "Today we enjoyed walking in the mountain. It was so nice to walk in nature. I think dumping garbage is very bad." His mother said, "It's so sad to \*damage nature, isn't it?" "Yes, it is. \*Protecting nature is very important," his father said. Kenji said, "I will talk about this program with my friends tomorrow."

The next day at school, Kenji spoke to Yuri, Mayumi, and Takashi about the TV program. Yuri said, "I never thought that walking in nature was so interesting." "We \*noticed a lot of things when we went to the mountain yesterday. If nature in the mountains is lost, we will not be able to enjoy those things," said Mayumi. Takashi asked, "What should we do to protect nature?" They wanted to know what they could do as junior high school students. Kenji remembered one thing their homeroom teacher taught them. Kenji said, "Mr. Hayashi talked about a group of volunteers. They clean mountains on holidays. Do you remember that?" Mayumi said, "Yes. I want to join the group." Kenji said, "That's wonderful. Let's join the group."

They went to see Mr. Hayashi and told him about it. He said, "Oh, that's a good idea. I have a friend in that group. You are still junior high school students, but your small \*step will make the \*movement bigger." They felt happy to hear his words and said, "Will you tell your friend that we would like to join the group?"

【語句】 nature 自然 singing さえずり spring 泉 dump 捨てる, 処分する  
 garbage ごみ damage 傷つける protect 守る, 保護する notice 気づく  
 step 歩み, 一歩 movement 運動, 活動

(1) 本文の内容に合うように、次の問いに英語で答えなさい。

□① What TV program did Kenji watch with his family at night?

□② How did Kenji, Yuri, Mayumi, and Takashi feel when they heard Mr. Hayashi's words?

□(2) Kenji たちが山に行ったときに体験したことのうち、自然のすばらしさに関することを日本語で二つ答えなさい。

( )

( )

(3) 次が本文の内容に合う英文になるように、[ ]に入る最も適当なものをあとから一つずつ選び、記号で答えなさい。

□① When Kenji watched the TV program, [ ].

ア he talked about nature with his father and mother

イ his father told him to talk about it with his friends

ウ he asked Mr. Hayashi what to do in the mountains

エ his father said people should be interested in walking

□② When Kenji, Yuri, Mayumi, and Takashi talked about the TV program, [ ].

ア Yuri said that walking in nature was not so interesting

イ Mayumi said she remembered nothing about the volunteers

ウ Kenji remembered they learned about a group of volunteers from Mr. Hayashi

エ they thought that they did not have to protect nature in the mountains

□③ After Mr. Hayashi listened to Kenji and his friends, Mr. Hayashi [ ].

ア said he would also join the volunteer group

イ told other students to work with the volunteer group

ウ told his friend to clean mountains in the volunteer group

エ said that it was a good idea to join the volunteer group

(4) 次の文章は、Kenji たちがその後の活動について、クラスで話したときの内容です。本文を参考にして、( ① )～( ⑤ )に入る最も適当な語を一語ずつ答えなさい。

Do you remember that we really enjoyed walking in that mountain?

We feel good when we are in nature, but there are some ( ① ) who damage nature in the mountains by dumping garbage there. We want ( ② ) protect nature, so we joined a volunteer group now. We sometimes ( ③ ) to the mountains and clean them.

It is very ( ④ ) to think about nature. Please come and join us. Our movement will ( ⑤ ) bigger, when you work with us.

□① ..... □② ..... □③ ..... □④ .....

□⑤ .....

- 8 《テーマ：看護師の仕事》 次の文章を読んで、あとの問いに答えなさい。

(愛媛)

## 語句の確認

speech hospital practice met &lt; meet useful in this way

One day, Mariko's English teacher, Mr. Takahashi, said in the class, "There will be an English speech \*contest on November 3. If you want to make a speech in the contest, come to me later."

After the class, Mariko went to Mr. Takahashi and said that . Then Mr. Takahashi said, "Good. What do you want to speak about?"

"Well, I want to be a \*nurse. I'd like to speak about it."

"Why do you want to be a nurse?"

The teacher heard the \*following story:

When Mariko was 12, she became sick and stayed in the hospital for a week. There she met a kind nurse. Her name was Kaori. Soon Mariko liked Kaori. Kaori came to Mariko's room with a smile and \*looked after Mariko. Kaori said some words to everyone with a smile. Her smile and her kind words made everyone happy. Mariko knew that the smile and the kind words of the nurse were very important for the sick people in the hospital. Kaori was working very hard. Every day after work, Kaori was studying hard to know more about \*nursing. Mariko often heard about nursing from Kaori. Mariko thought that working for sick people was really ( ② ), but very ( ③ ). Mariko wanted to help sick people, too. She had a dream to be a nurse in this way.

Mr. Takahashi said, "Great. It's really a good idea .

Mariko tried to write everything she wanted to say in her speech, but <sup>⑤</sup> it was ( to write / for her / it / difficult ) in English. With the help of Mr. Takahashi, she finished writing it at last. She practiced her speech very hard for many days. She worried a little <sup>⑥</sup> the day before her speech, but she spoke well in the contest. Her \*principal came to her after her speech and said, "You made a good speech. I \*was very moved. It's really important to look after sick people. I hope you will be a good nurse." She was very glad when she heard his words. She wanted to be a good nurse like Kaori.

【語句】 contest コンテスト nurse 看護師 following 次の look after 世話をする  
nursing 看護 principal 校長 be moved 感動する

- (1)  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 she wanted to be a nurse  
イ she visited a kind nurse in the hospital  
ウ she wanted to make a speech  
エ she visited her teacher in the hospital



□(2) ( ② ), ( ③ )に入る語の組み合わせ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 ② important      ③ useful      イ ② useful      ③ wrong      [      ]  
 ウ ② hard      ③ wrong      エ ② hard      ③ important

□(3) ④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 to speak about your dream      イ to ask the principal to help you  
 ウ to speak about your class      エ to ask Kaori to come to the contest

□(4) 下線部⑤の(      )内の語句を意味が通るように並べかえなさい。

it was ..... in English

□(5) 下線部⑥は何月何日のことですか。日本語で答えなさい。

(      )

(6) 次が本文の内容に合う英文になるように、[      ]に入る最も適当なものをあとから一つずつ選び、記号で答えなさい。

□① When Mariko was 12, she [      ].

- ア stayed in the hospital for a month  
 イ looked after sick people  
 ウ began to learn how to make her speech  
 エ started to think of becoming a nurse

□② Mariko knew in the hospital that [      ].

- ア sick people felt tired to hear many words from the nurse  
 イ the smile of the nurse was more important than the kind words for sick people  
 ウ sick people felt happy to see the smile and to hear the kind words of the nurse  
 エ the words of the nurse were so difficult that sick people couldn't understand them

□③ Mariko did well in the speech contest, and she was happy [      ].

- ア to see Kaori  
 イ to hear the words from her principal  
 ウ to work with Kaori in the hospital  
 エ to help the sick people in the hospital

(7) 本文の内容に合うように、次の文章の( ① )～( ③ )に入る最も適当な語を一語ずつ答えなさい。

When Mariko was 12, she was sick in the hospital. She met a kind nurse named Kaori. Mariko felt happy when Kaori spoke to her with a ( ① ) on her face. Mariko heard about nursing from Kaori, and Mariko had a dream to be a nurse.

Mariko wanted to make a speech about her dream in the speech contest. She told her English teacher about it. He said that it was a good idea. She wrote her speech in English with his help, and she made a good speech in the contest. After she ( ② ) making her speech, her principal came to her. He said that he was moved by her speech. This ( ③ ) her happy. She wanted to be a good nurse like Kaori.

□① ..... □② ..... □③ .....

- 9 次は、アメリカから日本に来ていた英語の先生が帰国するときの、生徒に対するお別れのあいさつです。これを読んで、あとの問いに答えなさい。(長崎)

Hello, everyone. I'm very sad because I must say goodbye to you. Before I leave Japan, I want to speak to you about two things. The first thing is a Japanese way of showing their ideas and the second thing is your way of using English.

Well, I have been here in Japan for two years and I have met a lot of people. I have become friends with them, and they have been very kind and helped me. But ① there is 5 always something that makes me sad. Japanese people don't speak about their ideas \*frankly. When my Japanese friends and I talk about something, I try to show my idea to them because this is very important in America. But I don't think Japanese friends ② do the same thing. They always \*agree with me. Sometimes I say to them, "What do you think about my idea?" and they say, "I like your idea very much," or "I have nothing 10 to say about your idea." They don't say, "③" They try to agree with me even when they don't. I know Japanese people usually don't show their ideas frankly. But showing their ideas frankly is important when they speak with foreign people.

Next, I will talk about English, the foreign language you are learning now. All of you have studied it very hard with me these two years. So I know you can speak English, but you usually don't. ④ Why? You are afraid you will use wrong English. But don't worry. If you speak to foreign people who speak English, they will try to understand your English, and then they will understand you. You don't need to speak English like an American. ⑤ You can talk with many foreign people by using the English you have 15 learned at school. If you don't use English, your English will not get better. 20

Well, I came to Japan from a foreign country and I have learned about these two things. I have also found your good things which American people don't have. So I have learned more about my country, too. ⑥          This will be very useful to you.

I must finish my speech now. I have had a very good time with all of you. And I have learned a lot about Japan by living and talking with you. You have all been good teachers 25 to me. After going back to America, I will study more about Japan at college and do something for America and Japan. I hope we'll meet again soon. Thank you very much. Goodbye!

【語句】 frankly 率直に    agree with …に賛成する

- (1) 下線部①を日本語に直しなさい。

(

)



## 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。

.....

3 《読解(内容記述・内容一致他), 条件英作文》 次の文章を読んで, 後の問いに答えなさい。 (福岡)

“Go, go, go!” shouted the people. Only five minutes were left in the game. Just then, I got the ball \*in the center of the \*field. I ran and ran with it. I gave Bin a \*pass. He \*kicked ① the ball into \*the right side of the goal!

I am Takuya. Bin is a student from China and he lives with my family. Our city invited him here two months ago. When he came to my house, he couldn't speak 5 Japanese and I couldn't speak Chinese. But we could use English.

② I talked to him about soccer because I knew he was interested in it and I wanted to be his good friend. After that, we talked about many other things.

One day Bin said to me, “Speaking Japanese is still difficult for me, but I can talk with you in English. English is very useful, isn't it?” I said, “That's true. My English isn't 10 good, but we can understand each other. I also want to learn Chinese to understand you better.”

Yesterday both Bin and I played in the soccer game. We did our best. About five minutes before the \*end of the game, Bin \*scored the first \*goal. After the game I said to him, “It was a wonderful game. Your goal was great.” He said, “Thank you. I was 15 able to score the goal because you gave me a good pass. ③ It was our goal, not my goal.” I was glad to hear that. Then he said, “I'm very happy to have a good friend like you.” “Me, too. Let's make a lot of friends in the world through English and soccer,” I said to him, and we smiled.

【語句】 in the center of …の真ん中で field グラウンド pass パス kick 蹴る  
 the right side of the goal ゴールの右側 end 終わり score [得点を] 入れる  
 goal ゴール, 得点



- 4 《文法, 読解(英問英答・内容一致他), 自由英作文》次は, 留学生として日本の高校で学んでいる Tom が, ホームステイをしている家で体験したことを, 担任の Mr. Yokota と話している対話文です。これを読んで, あとの問いに答えなさい。(長野)

Tom : Yesterday at my Japanese family's house, we had *Mamemaki*. We shouted, "Fuku wa uchi! Oni wa soto!" and threw \*beans.

Mr. Yokota : Did you enjoy it?

Tom : Yes, I did. What does "Fuku wa uchi! Oni wa soto!" mean?

Mr. Yokota : Well, we hope good \*luck comes in and bad luck goes out by throwing 5 beans. *Oni* was like a \*monster in old Japanese stories. Now it means bad luck.

Tom : Oh, I see. We have a monster in our old stories, too. After we threw the beans, we ate them. ① My Japanese father ( to / me / eat / told ) sixteen 10 beans. Why did he say that?

Mr. Yokota : An old story says that you will be fine all year if you eat the same \*number of beans as your \*age during *Mamemaki*.

Tom : Good luck beans for me! ( ② ) did *Mamemaki* begin in Japan, Mr. Yokota?

Mr. Yokota : I hear it began about six hundred years ago. 15

Tom : It has a long history, doesn't it? Do you have *Mamemaki* on the same day every year?

Mr. Yokota : We have *Mamemaki* on the day of *Setsubun*. *Setsubun* is the day before *Risshun*. *Risshun* means the first day of spring. It is on February fourth this year. Do you have a day for the \*beginning of spring in your country, 20 too, Tom?

Tom : We have \*Easter in spring. It is one of the most important \*festivals to us. We feel spring has come when we eat \*Easter eggs.

【語句】 bean 豆 luck 運 monster 怪物, 鬼 number 数 age 年齢  
beginning 始まり Easter イースター〔復活祭〕 festival 祭り  
Easter egg イースターのときに食べる卵〔イースターの卵は生命と再生のシンボル〕



□(1) 下線部①の( )内の語句を意味が通るように並べかえなさい。

My Japanese father ..... sixteen beans.

□(2) ( ② )に入る最も適当な一語を答えなさい。

(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。

□① Did Tom enjoy *Mamemaki* at his Japanese family's house yesterday?

□② How old is Tom?

□③ When did Tom have *Mamemaki* this year?

□(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 Mr. Yokota threw beans and ate them with Tom yesterday.

イ Tom was very happy to throw beans at school.

ウ *Mamemaki* began about six hundred years ago in Japan.

エ Tom is happy because he ate sixteen good luck beans during *Mamemaki*.

オ Tom feels summer has come when he eats Easter eggs.

□(5) あなたの家庭や地域で行われている行事や祭り(ひな祭り, 七夕, お盆, 七五三, 初もうでなど)について、体験したことや知っていることを25語前後の英語で書きなさい。ただし、「豆まき」については書かないこと。

.....

.....

.....

5 《読解(英問英答・内容一致他), 自由英作文》 次の文章を読んで, あとの問いに答えなさい。 (広島)

Makoto is a junior high school student. He has a friend **who** came from \*Chicago last year. His friend's name is John. John's father and Makoto's father work at the same place. One day John said to Makoto, "I will go back to America with my family for ten days during the spring vacation. You can visit Chicago with us." Makoto was very glad to hear that. 5

Makoto went to Chicago and stayed at John's house in the spring vacation. It was still cold in Chicago. Makoto visited many places in Chicago with John's family. The most interesting place was a basketball \*arena. In the arena he watched a \*professional basketball game for the first time. There were many people there. Makoto asked, "Do many American people like basketball?" John's mother said, "Yes. We like it very much. 10 Basketball is easy to play in many places." Then John's father said, "Basketball was born in America about one hundred years ago. It has become one of the most popular sports in America. Now there are twenty-nine professional basketball \*teams." John said, "We like the Chicago team very much because Chicago is our \*hometown."

The game started. Everyone in the arena became \*excited. John's father asked, "Are 15 you enjoying the game, Makoto?" Makoto said, "Yes, very much. ① I didn't ( basketball / interesting / know / so / was )." John said, "Look! He's flying. Wow! Good \*shot! I like that player very much." The shot was so beautiful that Makoto became really excited. The Chicago team was very strong and won the game. That made John's family happy. After the game, John met his friends in the arena. Then one of them said, "Let's play 20 basketball tomorrow in the park." Everyone said, "O.K. That's a good idea."

The next day, John and Makoto went to the park and played basketball with John's friends. First Makoto did not play well. But when he made a good shot, John said, "That's very good! You will become a good player." That made Makoto happy.

Makoto enjoyed visiting Chicago very much. ② It was a really good \*experience for 25 him. Now basketball is his favorite sport, and he often plays it in Japan.

【語句】 Chicago シカゴ arena 競技場 professional プロの team チーム  
hometown 故郷 excited 興奮した shot シュート experience 経験

(1) 本文の内容に合うように、次の問いに日本語で答えなさい。

□① John は、春休みにどれくらいの間アメリカに帰ると言っていますか。 ( )

□② John の父は、バスケットボールがどこで生まれたと言っていますか。 ( )

□(2) 下線部①の( )内の語句を意味が通るように並べかえなさい。

I didn't .....

□(3) 下線部②の It の具体的な内容を、本文中から抜き出して英語で答えなさい。

.....

□(4) 本文の内容に合うように、次の問いに英語で答えなさい。

What did Makoto do with John and his friends in the park?

.....

□(5) 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 Makoto visited John's family in Chicago with his father during the winter vacation.

イ Makoto often watched professional baseball games on TV when he was in Chicago.

ウ John's mother thinks that a few American people like professional basketball games.

エ John likes the professional basketball team in Chicago because Chicago is his hometown.

□(6) 本文を読んで、あなたはどのような感想を持ちましたか。あなたの感想を basketball という単語を使って英語で書きなさい。

.....

.....

6 《読解(内容記述・英問英答他), 条件英作文》 次の文章を読んで, あとの問いに答えなさい。 (兵庫)

About thirty years ago, using computers \*seemed very difficult. Most people didn't think that computers would become so popular. People could not use computers without having \*special \*knowledge of computers. Computers were too large to use in their \*daily life.

Now computers have become smaller. Without having special knowledge of computers 5 people can use them in their daily life. ① Many people think it is easy to use them, so they have their own computers.

Many computers \*are now connected with other computers. These are called computer \*networks. We can send \*information to other computers and get information from other computers. Have you ever heard of the word, \*Internet? The Internet is the 10 biggest of all the computer networks in the world.

Some schools in Japan have begun to use the Internet to introduce their schools. At one school, students in an English lesson sent their English \*message to students in \*Perth through the Internet. In their message they said, "Hello, Australian students. It's winter in Japan. It's very cold. ② How is the weather in Perth? We have learned 15 how to write English messages in English lessons. We are sending this message to you from Japan. We have learned that your city is very beautiful. ③ Will you tell us about your beautiful places? Please send us your message."

Soon the students in Japan got the answer from the students in Perth through the Internet. They said, "Hello, Japanese students. We are very happy to get your message. 20 Now in Perth we have nice summer weather. Our city has a big beautiful river and a lot of beautiful parks. We want to know about your daily life. Our teacher says that Japanese students study a lot at home and they don't have much time to sleep. ④ What do you usually do after dinner? ⑤ What time do you usually go to bed? Please send us your message back." The Internet has made English lessons more interesting. 25

More and more people try to use computers for their jobs, for their studies, and for their hobbies. It has not been long since we began to use computers, but computers have been very popular and they will become more and more important. Let's learn about them and make them more useful for our life.

- 【語句】 seem …に思われる special 特別な knowledge 知識 daily 毎日の  
 be connected with …につながっている network ネットワーク  
 information 情報 Internet インターネット message メッセージ  
 Perth パース [オーストラリアの都市]

□(1) 下線部①について、その理由を日本語で二つ答えなさい。

- ( )  
 ( )

(2) 下線部②, ③について、それぞれの答えとなる英文を本文中から一文ずつ抜き出して書きなさい。

- ② .....  
 □③ .....

(3) 下線部④, ⑤について、あなたの返事をそれぞれ英語で書きなさい。

- ④ .....  
 □⑤ .....

(4) 本文の内容に合うように、次の問いに英語で答えなさい。

- ① Is the Internet the biggest computer network in the world?  
 .....  
 □② How did the students in the English lesson send their English message to the students in Perth?  
 .....

- 7 《読解(内容記述他), 自由英作文》 次は, 中学生の Keiko が書いた文章です。これを読んで, 後の問いに答えなさい。 (石川)

My parents have a camera store. About two years ago, a man from the United States came into the store. My father did not know what to do. The man used a little Japanese and asked my father to \*develop and print a roll of film. The next day, when he came back to get the pictures, he showed one of <sup>①</sup>them to my father and said, "This is my son." "Oh, very \*cute!" said my father. The man looked really happy, and that made my father 5 much happier.

Now the American, David, visits the store very often with his \*wife and baby boy. He says, <sup>②</sup>"I always love to take pictures of my son." My parents and I talk with them in English and Japanese. Sometimes we need to use dictionaries and \*gestures.

One day I asked David, "How many pictures have you taken since he was born?" "More 10 than four hundred," he answered. I talked to the baby, "You are a happy boy! Well, you were sick last week. <sup>③</sup>" "He's much better, thank you. Your mother introduced us to a nice doctor," David smiled at me.

The store is now visited by more and more people from different countries such as \*the U.K., China, and Australia. Many of them are David's friends. My parents still do not 15 speak very good English, but they always try very hard to listen and show their feelings with body language and all the words they know. So I think people from other countries can enjoy talking with my parents about the pictures they take. My father and mother taught me <sup>④</sup>how to \*overcome the language barrier and make friends with people from other countries. 20

Next summer David and his family will go back to the United States. I will also go and stay with them for two weeks. I hope I will have <sup>⑤</sup>many chances to talk with American people.

【語句】 develop and print a roll of film フィルムを現像し, 焼き付けする cute かわいい  
 wife 妻 gesture 身振り, 手振り the U.K. イギリス  
 overcome the language barrier ことばの壁を乗り越える

- (1) 下線部①の them が具体的に表すものを日本語で答えなさい。

( )

- (2) 下線部②とほぼ同じ内容を表す文を次から一つ選び, 記号で答えなさい。

[ ]

- ア I always enjoy taking pictures of my son.  
 イ It is always fun for my son to take pictures.  
 ウ I can always take pictures of my son very well.  
 エ I always have to take so many pictures of my son.

- (3) ③ に、その場面にふさわしい英文を入れるとすれば、あなたならどう表現しますか。英文を書きなさい。
- .....

- (4) 下線部④について、Keiko の両親は具体的にどのようにしてことばの壁を乗り越えましたか。その内容を二つ日本語で答えなさい。

( )  
( )

- (5) 次の①、②の文章は、Keiko の両親の店を訪れる外国人が自分の国について述べたものです。本文中のどの国のことですか。国名を日本語で答えなさい。

□① On a map you can see water all around my country. In my country the sun rises 9 hours later than in Japan. ( )

□② My country is much larger than Japan. Many interesting animals live there. We celebrate Christmas in summer. \*celebrate 祝う Christmas クリスマス ( )

- (6) 本文の内容に合うように、次の①～③の文章の( )に入る最も適切な語を一語ずつ答えなさい。

① Keiko and her parents do not speak English very well. When they talk with David, some Japanese, dictionaries and gestures ( ) them.

② David has taken so many pictures of his son. Keiko thinks David's son is ( ) very much by his father.

③ David has ( ) Keiko's parents to many of his friends, and now the store is very ( ) with them.

□① ..... □② ..... □③ .....

- (7) 下線部⑤について、Keiko は写真を持っていこうと考えています。あなたもアメリカに行くとしたら、自分の学校生活のようすを紹介するために、何を写した写真を持っていきますか。それを日本語で簡単に書き、その写真についての説明を20語以上の英語で自由に書きなさい。なお、英文の数はいくつでもかまいません。

( )

.....

.....

.....