






## 【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 次の[A]～[C]の、Akikoと店員(clerk)または母親との一連の対話文を読んで、あとの各問いに答えなさい。(鹿児島・改)

[A] On the \*telephone

Clerk : Yes, we have an Angels \*T-shirt. It's the last one.

Akiko : Great! What is the \*size — a 'small'?

Clerk : No. It's a 'large'. ( ① )

Akiko : Um ... yes, please. I'll come tomorrow. 5

[B] In the kitchen

Akiko : You are busy, aren't you? ( ② )

Mother : Oh, you are different today. What's wrong?

Akiko : Well .... I want some money to buy an Angels T-shirt.

Mother : Well, well, well. ( ③ ) それはいくらなの。 10

[C] At the shop

Clerk : May I help you?

Akiko : I talked to you on the telephone about the Angels T-shirt.

( ④ )

Clerk : Yes, of course. Here you are. 15

Akiko : Thanks .... Oh, good! ( ⑤ )

Clerk : Thank you very much.

語句 telephone 電話 T-shirt Tシャツ size 大きさ, サイズ

(1) ( ① )～( ⑤ )に入る最も適当な文を、次からそれぞれ一つずつ選びなさい。

ア Can I try it on?

イ You're very nice when you need money.

ウ Shall I keep it for you?

エ What sports do you like?

オ I'll take it.

カ What can I do for you?

□① [ ] □② [ ] □③ [ ] □④ [ ] □⑤ [ ]

□(2) 下線部の日本文に合う英文になるように、 \_\_\_\_\_ に適当な語を書き入れなさい。

\_\_\_\_\_ is it?

2 次の文章を読んで、あとの各問いに答えなさい。

(山口)

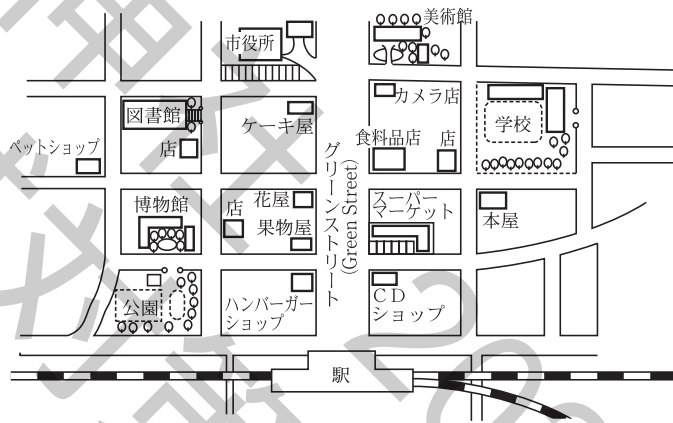
Kenji is a junior high school student. Last summer he had <sup>①</sup> some homework in science. He couldn't get any \*information about it at home. So he left home to learn about it.

Kenji was now at the station. He walked two \*blocks along Green Street. He turned left at the ( ② ) shop. He went one block and then turned right. He saw a shop on his left. The place he was going to visit was just near the shop. He went into the building and ( ③ ).

5

When Kenji came home, he began to write something about the future of the earth. He \*felt happy to have a lot of information about it.

語句 information 情報, 資料 block 区画, ブロック felt feelの過去形・過去分詞



□(1) 下線部①の「理科の宿題」の具体的な内容を日本語で答えなさい。  
( )

□(2) ( ② )に入る適当な一語を答えなさい。  
\_\_\_\_\_

□(3) ( ③ )に入る最も適当なものを、次から一つ選びなさい。 [ ]

- ア took some pictures of animals
- イ had a lesson in his classroom
- ウ bought a dictionary
- エ borrowed some books

□(4) 次の \_\_\_\_\_ に適当な語を書き入れて、対話文を完成しなさい。ただし、AさんとBさんは地図中の駅にいるものとします。

A: Excuse me. Could you tell me the way to the pet shop?

B: Sure. Go along Green Street, and turn \_\_\_\_\_ at the \_\_\_\_\_ corner. Go two blocks, and you will see it on your \_\_\_\_\_.

語句 (3) borrow ~を借りる (4) pet shop ペットショップ

① 次のMaryとJaneの電話での対話文を読んで、あとの各問いに答えなさい。

(三重)

Mary : Hello! This is Mary. May I speak to Jane?

Jane : Hi, Mary! This is Jane.

Mary : Hi, Jane! Why weren't you at school yesterday?

Jane : I was sick.

Mary : Oh, really? I ( will / well / become / hope / you ) soon.

5

Jane : Thank you. Now I feel better.

Mary : I'm glad to hear that. \*By the way, have you finished the homework our teacher gave us two days ago? We have to give it to our teacher next Monday.

Jane : No, not yet. Yesterday I felt bad, so I stayed in bed. I'm going to do it now. How about you?

10

Mary : I haven't finished it yet, \*either. I will go to the city library to find the books written about the history of our city. How about doing it together?

Jane : That's a good idea. ( ② ) We'll be able to help each other. I will study the \*traditional \*culture of our city. Let's go there together.

Mary : OK. Well, where shall we meet?

15

Jane : Let's meet at the \*entrance of the library at one o'clock.

Mary : OK. Goodbye.

Jane : Goodbye.

**語句** by the way ところで either [(否定文, either.)の形で]～も(…ない) traditional 伝統的な culture 文化 entrance 入口

□(1) 下線部①の( )内の語を並べかえて、意味の通る英文を作りなさい。

□(2) 土曜日に電話をかけているとすると、宿題が出されたのは何曜日か。英語一語で答えなさい。

□(3) ( ② )に入る最も適当な文を、次から一つ選びなさい。

[ ]

ア We can find the books which we need.

イ We can lend the books which we don't need.

ウ We can buy the books which we want to read.

エ We can borrow the books which our teacher wants to read.

□(4) 本文の内容に合うように、次の問いに五語以上の英文で答えなさい。

Why couldn't Jane do her homework yesterday?

2 次の文章は、次郎がスピーチをしたときの原稿です。また、下の表は、そのときに用いた彼の学校のアンケート結果の一部です。それらを読んで、あとの各問いに答えなさい。 (福島)

Have you ever been to school without having breakfast? I have once. Ten days ago I \*overslept. ( ① ) I ran to school.

After \*the second period, I was very tired. I went to the \*school nurse's room. Ms. Kato, our school nurse, said, "What's wrong?" "I feel sick." She asked, "Well, did you eat breakfast this morning?" "No, nothing," I answered. Then she showed me a \*chart and \*explained it. I was surprised because there were many students who came to school without having breakfast.

This is a \*part of the chart she showed me. About ( ② ) of the students had breakfast every day. But about \*one tenth of the students didn't eat breakfast ( ③ ) a week.

Ms. Kato said, "Some of the students who often come to my room don't eat breakfast. If you don't eat anything in the morning, that will be really bad for you. You should get up early and eat breakfast."

I think her \*advice is very important. What do you think of it? Thank you.

語句 overslept oversleep「寝過ごす」の過去形・過去分詞 the second period 2時間目  
 school nurse 養護教諭(保健室の先生) chart 表 explain ～を説明する part 一部, 部分  
 one tenth 10分の1 advice 助言

朝食についての調べ

	生徒の比率 (%)
毎日食べる	85.4
週に1～2回食べていない	9.8
週に3～4回食べていない	4.2
週に5～7回食べていない	0.6

□(1) ( ① )に入る最も適当な文を、次から一つ選びなさい。 [ ]

- ア I had breakfast a lot.
- イ I had breakfast a little.
- ウ I had no time to eat breakfast.
- エ I had enough time to eat breakfast.

□(2) ( ② )に入る最も適当なものを、次から一つ選びなさい。 [ ]

- ア 5%    イ 10%    ウ 15%    エ 85%

□(3) ( ③ )に入る最も適当なものを、次から一つ選びなさい。 [ ]

- ア once or twice    イ three or four times
- ウ five or six times    エ seven times

□(4) 加藤先生(Ms. Kato)は次郎にどうすべきだと助言したか。その助言の内容を、理由を含めて35字程度の日本語で答えなさい。

( )

◎ 次の文章を読んで、あとの各問いに答えなさい。

(静岡)

Taro was a junior high school student living in a small town. When he walked to school, he often saw an old woman. She was \*collecting used \*cans to clean the town. Taro said to himself, “She is great. I want to do something for our town like her.”

One day Taro told his friend Ken about the old woman and said, “We need to clean our town.” Ken said, “I think so, too. Because I feel sad to see many used cans around us.” Taro and Ken thought about how to clean their town. Then Taro had an \*idea. He said to Ken, “Our \*school festival is near. How about collecting used cans and making a big picture with them for the festival?” Ken said, “That’s a good idea. Let’s talk to all the students. After the festival, we’ll take the cans to a \*recycling center.”

A few days later, Taro and Ken talked about their idea at a school \*meeting. The students listened, and thought the idea was interesting and useful. They began to collect used cans in the town. A week \*passed. A lot of used cans were ( ① ) to the school. The students helped each other and finished making the picture.

The festival started. Many people visited the school and saw the picture. They said to the students, “You collected so many cans, didn’t you? You are nice. Our town is ( ② ) clean.” Every student was glad to hear that.

After the festival, Ken said to Taro, “This year the festival was very useful.” Taro said, “Collecting used cans was an important \*step for cleaning our town. All of us should try to keep our town clean.”

The next morning Taro was walking along the \*road with Ken. They found some used cans and collected them. Just then they met the old woman. She said to them, “I’m happy to see the road without any used cans.” Taro and Ken were glad when they heard her words.

**語句** collect ～を集める can 缶 idea 考え, アイデア school festival 文化祭  
recycling center リサイクルセンター meeting 集会 pass 過ぎる step 一歩  
road 道路

(1) ( ① ) ( ② )に入る最も適当な語を次からそれぞれ一つずつ選び、文中での適する形に直しなさい。

get rise bring

□①

□②

(2) 次の質問に英語で答えなさい。

□① Was the old woman cleaning the town when Taro saw her on his way to school?

□② What did the students begin to do after listening to Taro and Ken at a school meeting?

□(3) 次の文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、あとから一つ選びなさい。

[ ]

Taro said to Ken, "We need to clean our town." Ken thought that Taro was right, because

( ).

ア a lot of used cans made Ken sad

イ Ken thought about how to clean the town

ウ Taro had a good idea about finding used cans

エ their school festival was near

□(4) 健(Ken)はどのような提案に対して本文中の下線部のように言ったか。その提案の内容を日本語で答えなさい。

(

□(5) 次のア～オを、本文の内容と同じ流れになるようにオを最後にして並べかえなさい。

ア At a school meeting, the students understood the idea Taro and Ken had.

イ Many people thought that the students did a good thing.

ウ The students worked together for the school festival.

エ Taro told Ken about an old woman collecting used cans.

オ Taro and Ken were walking along the road and met the old woman.

[ ]→[ ]→[ ]→[ ]→ オ

□(6) 太郎(Taro)は文化祭のあとで、ある心構えを語っている。その心構えを日本語で答えなさい。

(

□(7) 太郎と健は老婦人から声をかけられて喜んだ。喜んだのは老婦人がどのようなことを言ったからか。日本語で答えなさい。

(

1 次の手紙文を読んで、あとの各問いに答えなさい。

(愛知・改)

July 30, 2006

Dear Jack,

I have been in London for a week, and I am enjoying my summer vacation here. Today I will write about something that \*happened to me on my first day in London.

When I was in Regent's Park, a man came up to me and said, "Excuse me. Could you tell me the way to the \*zoo?" I said to him, "I'm sorry, but I don't know. ① I arrived in this country only \*several hours ago, and ( time / is / here / first / this / my )." The man said, "Oh, you've just arrived in my country. OK. I'll ask another \*person ( A ) in this park. Thanks, \*anyway." And he went away. I was surprised. I ( B ), "There are a lot of people in the park, and I am Japanese. Why did the \*British man ask me the way?"

That evening, I talked about this to Ms. White, my British mother. She said, "People in London see no \*differences between British people and people from other countries. London is an \*international city."

I \*was pleased with the \*idea and I am glad to be in an international city like London, because I can learn a lot about different countries here.

My summer vacation will be over in a month. I am going to stay here for three weeks. Then I will visit your country. ② I will be ( ア ) to stay ( イ ) you for about a week. It is too short, but I will be ( ③ ) in your country because I can see the \*pen pal I have wanted to meet for a long time.

Your friend,  
Kenji

**語句** happen 起こる zoo 動物園 several いくつかの person 人 anyway ともかく  
British イギリスの difference 違い, 相違点 international 国際的な  
be pleased with ~を喜ぶ, ~が気に入る idea 考え, アイデア pen pal ペンパル, 文通友達

□(1) 下線部①が「わたしはこの国にほんの数時間前に着いたところで、ここへ来たのはこれが初めてなのです。」という意味を表すように、( )内の語を並べかえなさい。

(2) ( A ) ( B )に入る最も適当な語を次からそれぞれ一つずつ選び、文中での適する形に直しなさい。

finish think begin bring walk

□(A)

□(B)

(3) 下線部②が「わたしはあなたのところに約1週間滞在することができるでしょう。」という意味を表すように、( ア ) ( イ )に入る最も適当な語を答えなさい。

□(ア)

□(イ)



□(4) ( ③ )に入る最も適当な語を、次から一つ選びなさい。 [ ]

ア happy イ careful ウ sad エ sick

□(5) 本文の内容に合うように、\_\_\_\_\_に適当な語を書き入れて、対話文を完成しなさい。

“Is Kenji going to visit Jack in September?”

“No. He is going to visit him in \_\_\_\_\_.”

□(6) 本文の内容に合っているものを、次から一つ選びなさい。 [ ]

ア July 30 was Kenji's first day in London, and that day a British man spoke to Kenji in the zoo near Regent's Park.

イ Ms. White called London an international city, and Kenji was glad to stay in an international city like London.

ウ Kenji thinks he can only learn a few things about the world in London, because he will stay there for only a week.

エ Before Kenji goes to Jack's country, he will come back to Japan and see the pen pal he has wanted to meet there.

2 次の文章を読んで、あとの各問いに答えなさい。

(大分)

A bike is a very useful thing. A lot of people use a bike every day. But the newspaper often tells us about bike \*accidents.

Today a bike accident may \*happen to us any time and any place. But we sometimes ride a bike without thinking much about ①that. A lot of cars run \*everywhere. A bike accident will often happen when we are not careful. 5

There are some \*rules we should keep when we ride a bike. Don't ride too fast. Don't go out \*suddenly into a street. Don't go through a red light. To keep these rules is not difficult. We can \*save \*ourselves from a bike accident ( ② ).

語句 accident 事故 happen 起こる everywhere どこでも、いたるところに rule ルール、規則 suddenly 急に、突然 save ~を守る、救う ourselves わたしたち自身

□(1) 下線部①の that の指す具体的な内容を日本語で答えなさい。

( )

(2) 本文中には、自転車に乗るときに守るべきルールの中の三つが述べられている。急に道路にとび出さないことと、あと二つは何か。日本語で答えなさい。

□( )

□( )

□(3) ( ② )に入る最も適当なものを、次から一つ選びなさい。 [ ]

ア if we don't use a bike too often

イ if we keep the rules when we ride a bike

ウ if it isn't difficult to keep the rules

エ if the newspaper tells us more about accidents

◎ 次の文章を読んで、あとの各問いに答えなさい。

(岐阜)

After the piano lesson, Mariko \*got on the bus to go home. The bus was \*crowded, but she was very \*lucky and found a \*seat. So she sat there. At the next \*bus stop an old man got on the bus. He had a big bag and looked very tired. There was no seat for him, and no one on the bus stood up for him. Mariko thought, "I should \*give up my seat to that old man." She tried to say to the man, "Please take my seat," but she could not say it. She did not have the \*courage. Just then a 5  
little girl ① (sit) near her stood up and said, "② Please come and sit here. I will \*get off at the next bus stop." The old man said, "Thank you very much, but you can stay there ( ③ ) you get off the bus. I will take your seat then." The little girl said, "Well then, shall I take your ( ④ ) for you? It looks so \*heavy." "Oh! Thank you very much." He looked very happy. When Mariko saw this, she \*felt \*ashamed. She could not forget the old man's happy face. 10

When Mariko came home, she was not happy. She was still thinking of the old man and the little girl on the bus. Her mother \*noticed it and said to her, "You look sad, Mariko. Did you have any \*trouble during your piano lesson?" Mariko \*sighed and said, "No, not at the piano lesson." She began to tell her mother about ⑤ the thing that made her ashamed and sad. Then her mother said, "You are very ( ⑥ ), too, Mariko. I feel very \*proud when you help your grandfather and 15  
grandmother at home. Just do the same for other old people. I am sure you can help someone next time." When Mariko heard this, she \*decided to help old people.

**語句** get on ～に乗る crowded 混雑した lucky 幸運な seat 座席 bus stop バス停留所  
give up ～を譲る courage 勇気 get off 降りる heavy 重い  
felt feelの過去形・過去分詞 ashamed 恥じている notice 気づく  
trouble 悩み、もめごと sigh ため息をつく proud 誇りを持っている、自慢する  
decide to ～する決心をする





◎ 次の文章を読んで、あとの各問いに答えなさい。

(神奈川)

Emi is sixteen years old. She goes to Wakaba High School.

When Emi was a junior high school student, she went to Kamakura by train with her friend, Junko. They wanted to visit some \*temples <sup>①</sup> there.

Emi and Junko arrived at Kamakura Station at ten o'clock. When they were walking on a street, a tall man spoke to them in English. “<sup>②</sup> Will ( tell / how / me / you / to ) go to Kamakura Station?” 5 he asked. Emi answered, “Sure.” Emi and Junko told him the way to the station in English. Then he said, “Thank you very much. You speak English very well.” They were very ( <sup>③</sup> ) to hear that and said goodbye to him. And then they visited two temples in the morning.

After Emi and Junko had lunch, they went to a big temple. There were many people there. In the garden of the temple, Emi and Junko saw a \*foreign girl. She was looking for something there. 10 Emi said to Junko, “She’s \*in trouble .... Shall <sup>④</sup> we help her?” Junko answered, “That’s a good \*idea.” So Emi said to the girl in English, “( <sup>⑤</sup> ) Can I help you?” The girl said something, but they couldn’t understand **what she said**. “Did she speak English?” Junko asked Emi. Emi answered, “( <sup>⑥</sup> ) She spoke a different foreign language.” The girl said something slowly again, but they didn’t understand her language. They couldn’t help her. After that, they visited a 15 small temple near the station and went home.

When Emi was eating dinner with her family that evening, she talked about <sup>⑦</sup> her day in Kamakura. Then her father said, “Many people speak English in the world, but there are also **many people who ( <sup>⑧</sup> ) English**. If you study another foreign language, you can talk with more people and ( <sup>⑨</sup> ) many things from them.” “I see,” Emi said. 20

Some days later, Emi said to her father, “Junko and I want to go to Wakaba High School next year.” “Why?” he asked. She answered, “Because ( <sup>⑩</sup> )” “Oh, that’s nice!” he said.

Now Emi and Junko are students at Wakaba High School. Junko studies English and \*Chinese this year, and Emi studies English and \*Spanish. Emi is going to study them next year, too. She thinks <sup>⑪</sup> it is very interesting to study foreign languages. 25

**語句** temple 寺 foreign 外国の in trouble 困って idea 考え, アイデア Chinese 中国語 Spanish スペイン語

□(1) 下線部①のthereはどこのことか。最も適当なものを、次から一つ選びなさい。 [      ]

ア 中学校    イ 寺    ウ かまくら鎌倉    エ わかば若葉高校

□(2) 下線部②の(      )内の語を並べかえて、意味の通る英文を作りなさい。

□(3) ( <sup>③</sup> )に入る最も適当な語を、次から一つ選びなさい。 [      ]

ア glad    イ sad    ウ poor    エ sorry

□(4) 下線部④のweはだれのことか。最も適当なものを、次から一つ選びなさい。 [ ]

- ア 背の高い男性と順子    イ 絵美と順子  
ウ 絵美と外国人の少女    エ 順子と外国人の少女

(5) ( ⑤ ) ( ⑥ )に入る最も適当な文を、次からそれぞれ一つずつ選びなさい。

□⑤ ア You're welcome.    イ Excuse me. [ ]

ウ Thank you.    エ That's right.

□⑥ ア Yes, she does.    イ No, she doesn't. [ ]

ウ Yes, she did.    エ No, she didn't.

□(6) 下線部⑦の内容と一致するものを、次から一つ選びなさい。 [ ]

ア 自転車で鎌倉に行ったこと。    イ 背の高い男性の英語がわからなかったこと。

ウ 昼食も食わずに寺を見て回ったこと。    エ 外国人の少女の手助けができなかったこと。

(7) ( ⑧ ) ~ ( ⑩ )に入る最も適当なものを、次からそれぞれ一つずつ選びなさい。

□⑧ ア don't speak    イ are spoken    ウ not speaking    エ speaks [ ]

□⑨ ア be    イ lend    ウ learn    エ become [ ]

□⑩ ア we can't speak English at all. [ ]

イ we can study English and another foreign language there.

ウ we don't want to study foreign languages.

エ we want to become college students next year.

□(8) 下線部⑩のitは何のことか。最も適当なものを、次から一つ選びなさい。 [ ]

ア 英語    イ スペイン語    ウ 外国語を勉強すること    エ 来年留学すること

□(9) 本文の内容について、次の質問の答えとして最も適当なものを、あとから一つ選びなさい。 [ ]

Did Emi and Junko take a tall man to a big temple in Kamakura?

ア Yes, she did.    イ No, she didn't.    ウ Yes, they did.    エ No, they didn't.

□(10) 本文の内容に合っているものを、次から一つ選びなさい。 [ ]

ア A tall man spoke to Emi and Junko in a temple.

イ A foreign girl spoke English so fast that Emi and Junko couldn't understand her.

ウ Emi and Junko visited four temples in Kamakura.

エ Emi's father said that Emi and Junko should not go to Wakaba High School.

(11) 次の文章は、本文の内容を短くまとめたものである。( ① ) ( ② )に入る最も適当な語を、あとからそれぞれ一つずつ選びなさい。

When Emi was a junior high school student, she went to Kamakura with Junko. First they helped a tall man who spoke English. Then they ( ① ) to help a foreign girl, but she didn't speak English. That evening, Emi learned that it was also important to study another foreign language.

This year, both Emi and Junko go to the ( ② ) high school and each of them studies two 5 foreign languages there.

① ア tried    イ carried    ウ made    エ found    □① [ ]

② ア different    イ same    ウ junior    エ other    □② [ ]