

大阪府公立高校入試問題

1 次の文を読んで、後の問いに答えなさい。

Kenta is a high school student in Osaka. Miho is his sister. John is a college student from Canada. He is going to stay at Kenta's home for one year.

One day in July, 1997, Kenta and Miho met John at the airport and took him to their home.

After lunch John enjoyed talking with Kenta's family in the living room. When John looked out of the window, he found a tree with decorations.

He asked Kenta, "What are those decorations?"

Kenta answered, "They are for the Tanabata Festival. In Japan, we have the Tanabata festival on the seventh of this month. We use Sasa, a kind of bamboo, in the Tanabata Festival."

Miho said, "Look, John. Can you see many pieces of paper with different colors on the tree? If we write our wishes on the pieces of paper and put them on the tree, the wishes may come true. We decorate Sasa like that for the Festival."

John said, "That's interesting. What did you write on the paper, Kenta?"

Kenta said, "I wrote: I hope the soccer team of Japan will play in the World Cup next year. John, would you like to write some of your wishes?"

John said, "Sure. I will write one of my wishes: I want to speak Japanese well."

Kenta said, "The Tanabata Festival is called the Star Festival in English. Is there a Festival like the Tanabata Festival in your country?"

John answered, "No, we don't have such a Festival in Canada. I think that the decorated Sasa is a Christmas tree. When I was a child, at Christmas I put stockings near my bed and waited for many presents. Last Christmas I got a lot of Christmas cards from my friends and put all of them on the wall in my room."

Kenta said, " ①"

(注) decoration 飾り付け the Tanabata Festival 七夕 bamboo 竹 wish 願い事
come true 実現する decorate 飾りをつける the World Cup 世界選手権大会
Christmas クリスマス stocking 長靴下

(1) 本文中の健太(Kenta)と美穂(Miho)はジョン(John)と空港で会い、初対面の挨拶をしました。次はその会話の一部です。 に入れるのもっとも適している英語をア～エから一つずつ選び、記号を書きなさい。

Kenta: Hello, John. I'm Kenta.

John: Heloo, Kenta. .

Kenta: Nice to meet you, too. This is my sister, Miho.

John: , John?

賀状(New Year's cards) を書くことやお正月(New Year's Day) を迎える準備をすることについて話しました。冬休みをどのように過ごすかについて、あなたならどのようなことを話しますか。その内容を4文程度の英語で書きなさい。

3 次の英文を読んで、後の問いに答えなさい。

Machiko and Taro are high school student in Osaka. Thy are studying English and Chinese as foreign languages at school. It has been about one year since they started exchanging letters in English with two Chinese students. Wei and Chao. Machiko and Taro have also exchanged their pictures with Wei and Chao.

Last year Machiko and Taro went to China on their school trip. On October 15, they arrived at the airport in Shanghai. The flight took two hours from Osaka. The next ay they visited a high school in Shanghai. Many Chinese sdtudents were waiting for them. Machiko and Taro were glad to find Wei and Chao among them.

At first, the Japanese students joined the English class. The Chinese students were studying very hard and asked their teacher many questions. In English. Taro was surprised and thought, “①” When the teacher said something in Chinese, all of the Chinese students laughed. But Machiko felt sad, because she only could understand a little Chinese and couldn't laugh at his words.

After the lesson, Taro said to Chao, “You all study English very hard, don't you?”

②” Chao answered, “We have five English classes in each week.”

Wei asked Machiko, “Well, what do you think of Shanghai?” Machiko answered, “I think Shanghai is just like Osaka. It's a large city with many tall buildings. There are a lot o f people and cars around the city.”

At lunch time, all of the Chinese and Japanese studentsmade suigyoza together in the school cafeteria. Chao had a book about Chinese cooking. It was written in Chinese. Taro found some kanji he understood in the book. The kanji was very useful when he learned how to cook suigyoza. The suigyoza was very good. Machiko and Taro said to Chao, “We'll never forget this taste.”

At the end of the day there was a big party. The Chinese students sanga song in Japanese. Taro said, “This song is very popular among us, young Japanese. How do you know it?” Chao answered, “We watch some Japanese TV programs here in Shanghai, so we know it.” Taro said to Chao, “Thank you for the nice song. I hope we can sing a song in Chinese for you some day.” When Machiko had to say good-bye to the Chinese students, she felt a little sad. Wei said to Machiko, “I'll miss you, Machiko. I'll write a letter to you soon.”

The Chinese and the Japanese students could talk with each other in English. Sometimes they used gestures and kanji to understand each other. Sometimes they used gestures and kanji to understand each other. From this trip, Machiko and Taro learned something important: To understand people in foreign countries better, learning English is important and it is also important to learn the language of the country we visit.

注) exchange 交換する Shanghai シャンハイ(上海) flight 飛行
suigyoza 水餃子(ギョーザの一種) school cafeteria 学校食堂 kanji 漢字
taste 味 miss ~ ~がないと寂しい gesture 身振り、ジェスチャー

- (1) 本文中の が、「彼らは私たちよりも上手に英語を話す」という内容になるように英語で答えなさい。
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- (2) 本文中で、真知子(Machiko)が英語の授業中に「悲しく思った」のはなぜだと述べられていますか。日本語で答えなさい。
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- (3) 本文中の に入れるのに適切な疑問文を考え、英語で書きなさい。
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- (4) 本文中で、真知子は上海がどのような点で大阪に似ていると述べていますか。その内容を日本語で簡潔に書きなさい。
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- (5) 本文中で、真知子と太郎(Taro)は中国への旅行から何か大切なことを学んだと述べられています。その内容を日本語で書きなさい。
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- (6) 本文の内容と合うように、次の問に対する答えをそれぞれ英語で書きなさい。
- ① How long did it take to fly from Osaka to Shanghai?
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- ② What did Taro find in Chaos book about Chinese cooking?
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- ③ Did Machiko and Taro sing a song in Chinese at the party?
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- (7) 真知子と太郎は、中国から帰国後、友人のウェイ(Wei)とチャオ(Chao) にお礼の手紙を書きました。もしあなたが真知子や太郎なら、どのようなお礼の手紙を書きますか。今回の旅行中の出来事を交えて、5文程度の英語を解答欄に書いて手紙を完成しなさい。
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4 次の英文を読んで、後の問いに答えなさい。

Kaori is a high school student in Osaka. Akira is Kaori's classmate and he lives near her house. Kevin is a high school student from America and he is now staying at Akira's house.

One day in class, Kaori learned about nature in America. Her teacher showed the students some beautiful pictures of mountains, rivers and lakes in America.

The next morning, Kaori went to Akira's house to meet Kevin. She asked Kevin, "I want to know more about nature in America. Will you tell me about a famous beautiful place?" Kevin said, "Well, how about the Grand Canyon? It's near my hometown and I think it's the most beautiful place in the United States."

Kaori said, "That's good. Please tell me more about it."

Akira said, "We can get some information about the Grand Canyon with my computer."

A few minutes later, they got a lot of information and saw many beautiful pictures on the screen. Kaori was very surprised.

Akira said, "With computers, we can send messages to the President of the United States at the White House." Kaori said, "Oh, really? ① "

Akira said, "I'll show it to you." He sent a message to the President. Soon an answer came from the White House. It said, "We've got your message, but the President is so busy that he can't answer it now."

Kevin said, "I often send messages to my family with computers. It's eleven o'clock Sunday morning here in Japan. It's seven o'clock Saturday evening in my hometown in America. Maybe all the members of my family are at home. Now I'll try."

Kevin sent a message to his family. About twenty minutes later he got an answer from his family. Kaori said, "Computers send a message so fast! It takes about a week by airmail."

A few days later Kaori bought some books about computers. Now she often watches TV programs about them. She is trying to learn how to use them.

注) nature 自然 the Grand Canyon グランドキャニオン(合衆国西部にある大峡谷)
hometown 生まれ故郷の町 information 情報 screen スクリーン
the President 大統領 the White House ホワイトハウス(合衆国大統領官邸)

(1) 本文の内容と合うように、次の問いに対する答えをそれぞれ英語で書きなさい。

1. Where did Kaori go to meet Kevin?

2. Do computers take more time to send a message than airmail?

(2) 本文の内容と合うように、次の文中の(a)～(e)に入れるのに最も適している語を、下の[] から一つずつ選び、書きなさい。

Kaori, Akira and Kevin are high school students. Kaori (a) to know more about nature in America. Kaori asked Kevin about it. They got a lot of information. About

the Grand Canyon on the screen of Akira's (b). Akira (c) a message to the President. The message from Kevin's family (d) in a short time. Kaori is now (e) in computers.

[arrived bought computer interested interesting sent TV wanted went]

(3)本文中でケビン(Kevin)はグランドキャニオンについて話しています。その内容を日本語で書きなさい。

(4)本文中の が、「メッセージの送り方を私に教えて下さい。」という内容になるように、英語で書きなさい。

(5)本文中でホワイトハウスから返事が届いたと述べられています。その内容を日本語で書きなさい。

5 次は、純子(Junko)、孝治(Koji)、トム(Tom)の3人が学校からの帰り道に交わした会話の一部です。後の問いに答えなさい。

Koji: Would you like to come to my house next Sunday?

Tom: Why?

Koji: My family will have a birthday party for me.

Tom: Oh, happy birthday, Koji! I'd like to come.

Koji: , Junko?

Junko: Of course, I will.

Tom: Did you invite any other people?

Koji: Yes. I invited Jane and Masao, too.

Tom: I'd like to see both of them.

Junko: I've never been to your house. .

Koji: All right. Do you know where the Higashi Post Office is?

Junko: Yes, I do. It's near the library, isn't it?

Koji: That's right. My house is in front of the post office.

Junko: I see.

Tom: What time will the party start?

Koji: At one o'clock.

Tom: OK. I won't be late.

Koji: Me, too. I have to go back home now. See you then.

After Koji leaves.

Junko: What shall we give him for his birthday?

Tom: I have no idea. Do you have a good idea, Junko?

Junko: Yes, I do. He's a member of the tennis club. How about tennis shoes?

Tom: That's not bad. But do you know his size?

Junko: No, I don't.

Tom: Well, how about a sports bag, then?

Junko: That's better.

Tom: Then shall we buy a good one together?

Junko: Yes, let's.

(1)本文中の ① に、前後の意味がつながるように適切な英語を5語以内で考え、書きなさい

(2)本文中の ② に入れるのに最も適している疑問文を、way という語を使って、英語で書きなさい。

(3)本文中の ③ が、「楽しいパーティーになるといいね」という内容になるように、英語で書きなさい。

(4)本文の内容と合うように、次の間に対する答えをそれぞれ英語で書きなさい。

① How many people did Koji invite to the birthday party?

② Is the Higashi Post Office near the library?

6 次は高校生の好子と誠、シンガポールから来た女子高校生のメイの3人が花の卸売市場に行った時の会話の一部です。後の問いに答えなさい。

The flower market is near Kansai International airport. It is 6:45 in the morning now. Yoshiko and Mei are looking at flowers. Makoto has just arrived.

Makoto: Good morning, Yoshiko and Mei. I'm sorry to be late.

Yoshiko: Good morning, Makoto. Why are you late?

Makoto: I couldn't get up at 5:30. I got up at 6:00.

Mei : I see. Makoto, there are many kind of flowers.

Makoto: Oh, yes. Yoshiko, where do they come from?

Yoshiko: They come from Korea, China, and all over the world. And also from all over Japan.

Mei : I think some flowers come from Singapore.

Yoshiko: That's right.

Makoto: Mei, are there many flowers in Singapore?

Mei : Yes. In Singapore, it's warm every day, so we can always see beautiful flowers in gardens, streets, and parks. So, we call Singapore the "Garden City."

Yoshiko: I know that. In Osaka, it's so cold that we can't see many flowers on the streets in winter. When it becomes warm in spring, we can see many flowers.

Mei : I want to see them.

Makoto: Oh, good. Now, I'm very happy to see so many beautiful flowers here, so I want to know how to grow them.

Mei : Me, too.

Makoto: Well, Yoshiko and Mei, I didn't have breakfast. Let's go to eat something.

Yoshiko: Oh, Makoto!

(1) 本文の内容と合うように、次の問いに対する答えを下の[]から一つ選び、記号で書きなさい。

“What time did Makoto get up this morning?”

[ア At 5:30 イ At 6:00 ウ At 6:45]

(2) 本文中にはシンガポールが“Garden City”と呼ばれる理由が述べられています。その内容を日本語で書きなさい。

(3) 本文の内容と合うように次の問いに対する答えをそれぞれ英語で書きなさい。

① Did Yoshiko arrive at the Flower Market earlier than Makoto?

② Why can't we see many flowers on the streets in Osaka in winter?

③ What does Mei want to see in Osaka in spring?

(4) 本文中で誠は花の卸売市場で多くの花を見て楽しく思い、何かを知りたくなつたと述べています。その知りたくなつた内容を日本語で書きなさい。

(5) 本文中の のが前と意味がつながるように、5語程度の英文で書きなさい。

7 次の英文は、正男(Masao)のクラスが老人ホーム(nursing home)を訪問した後に、正男が書いた感想文の一部です。後の問いに答えなさい。

The Visit to the Nursing Home

Our class visited a nursing home near school on September twentieth. We cleaned the rooms with the people taking care of the old people. When we finished cleaning, an old man came to me and said, “Welcome. I'm Mr. Suzuki.” I didn't know what to say to him. I could only say, “Hello. How are you?” He said, “I'm fine. May I have your name?” “I'm Masao,” I answered. He asked, “Do you enjoy school, Masao?” I answered, “Yes, I do.”

“That's good,” he said. Then we talked about a lot of things. He said to me, “When I was seventeen years old, the war started. So, we didn't have enough time to study or play at school. But I always had many dreams and friends, and they helped me. You're seventeen now. I'm glad to know that you're enjoying life at school.”

Our class and the old people ate lunch together. Everyone looked happy. I wanted to stay there longer, but it was time to go back to school. I said to Mr. Suzuki, “We'll come here again. Please take care of yourself.” He smiled and said, “You, too, Masao. I enjoyed, meeting you today. See you soon.”

KI was happy to talk with Mr. Suzuki, and I learned something great from him: friends and dreams are important to have a good time at school.

Yesterday I got a letter from him. He told me two things in his letter: he enjoyed talking with me, and he could understand what high school students were interested in.

I have never lived with old people. So, I want to talk with them again and learn more things from them.

(1) 本文の内容と合うように、次の文中の空所に適切な数字を書きなさい。

「正男のクラスは、()月()日に老人ホームを訪問しました。」

(2) 本文中には、正男たちがどのような人々と一緒に部屋の掃除をしたと述べられていますか。日本語で書きなさい。

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(3) 本文中で、正男は老人ホームで出会った鈴木さん(Mr. Suzuki)との会話からある素晴らしいことを学んだと述べています。その内容を日本語で書きなさい。

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(4) 次のうち、本文の内容と合うものはどれですか。一つ選び、記号を書きなさい。

ア Mr. Suzuki knew that Masao didn't have a good time at school.

イ Mr. Suzuki told his name to Masao after lunch.

ウ Masao got a letter written by Mr. Suzuki.

エ Masao once lived with old people.

(5) 本文中の内容と合うように次の質問に答えなさい。

① Why didn't Mr. Suzuki have enough time to study or play at school when he was seventeen?

.....

② Did the students leave the nursing home before lunch?

.....

8 次は高校生の稔とオーストラリアからの留学生のジェーン、タイからの留学生のニサーの3人の会話の一部です。後の問いに答えなさい。

(Minoru goes to Jane's classroom with Nisa after school.)

Minoru : Hello, Jane. This is Nisa from Thailand. She is going to study in my class from tomorrow. She speaks English.

Jane : Oh, does she? Hi, I'm Jane, from Australia. Nice to meet, you.

Nisa : Nice to meet you, too.

Jane : When did you come to Osaka?

Nisa : I came here just a week ago?

Jane : ①

Nisa : I like it. My host family and I visited some famous places.

Jane : Oh, are you staying with a host family?

Nisa : Yes, I am. They're very kind. They cook many kinds of Japanese food for me.

Jane : What Japanese food do you like best?

Nisa : I like okonomiyaki the best.

Jane : Me, too. Oishiidesu.

Minoru : Nisa, she speaks Japanese, too.

Jane : A little. But reading and writing Japanese are still difficult for me.

Nisa : Oh, for me, too. But I started to study hiragana and katakana in Thailand. So, I can read them now.

Jane : Oh, wonderful! Did you study them at school?

Nisa : Yes. In Thailand many people learn Japanese at school.

Jane : ㊤It's the same in Australia. I studied it at school, too.

Minoru : Nisa, I'm very interested in Thai. How do you write your name?

Nisa : Well, like this.
(Nisa shows how to write it on the blackboard.)

Minoru : Oh, that looks like a picture.

Jane : Some Thai letters look like birds or things.

Nisa : Kanji look like pictures to me. They're very difficult, but I want to learn more

Jane : I also think Thai is very interesting. I want to learn Thai from you, Nisa.
㊦

Nisa : Sure.

Minoru : Nisa, Jane and I were in the same class last year. We talked about a lot of things and exchanged ideas. So, we could understand different cultures and ways of thinking. Nisa, let's talk about many things.

Nisa : Sure. Yoroshiku onegaishimasu.

Thai タイ語 タイの letter 文字

- (1) 本文中の ㊧ が「大阪はどうですか」という内容になるように英語で書きなさい。
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- (2) 本文中の ㊤It の内容を述べたところが本文中にあります。その内容を日本語で書きなさい。
-
- (3) 本文中の ㊦ が、前後と意味がつながる内容となるように4語程度の英文を書きなさい。
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- (4) 本文中にはジェーンと稔が多くのことを話し合い、意見を交換したと述べられています。話し合い意見を交換したことにより、2人は何をすることができたと本文中に述べられていますか。その内容を日本語で書きなさい。
-

(5) 本文の内容と合うように次の問いに対する答えを英語で書きなさい。

① Is it very easy for Jane to read and write Japanese?

② What did Nisa write in Thai on the blackboard?

③ What do Kanji look like to Nisa?

(6) 稔はにサーにカンジについて説明しました。次はその時の説明の一部です。(a)～(c)に入れるのに最も適している語をしたの[]から一つずつ選びなさい。

Chinese people have used kanji for more than three thousand years. Many years ago, the kanji for “bird” was (a) in the form of a bird. kanji were (b) from China to Japan.

In Japan, many kanji are (c) in two ways : on and kun. form 形

a() b() c()

[brought gone left read written]

9 次の英文はタイからの留学生ニサーがクラスで発表したスピーチの原稿です。あとの問いに答えなさい。

Hello, everybody. Today, I’m going to talk about Japan and Thailand.

Many people say that Thai letters are beautiful. I’m very happy to hear that. Now, I have a question to ask you. How many Thai letters are there? There are forty-four.

I’m studying Japanese now. I need a lot of time to read Japanese books. Because kanji are so difficult for me, I have to use a dictionary to understand the story. If I study kanji every day, I think I’ll be able to enjoy reading more.

Next I’m going to talk about TV programs. One of my Japanese friends asked me, “Some people say that some Japanese TV programs are popular in Thailand. Is this true?” Yes, it’s true. In Thailand, we can watch Japanese, Chinese, and other foreign TV programs. I like watching Japanese cartoons and drams on TV. They are very interesting. I learned a lot about Japanese culture from Japanese TV programs.

① Through books, TV programs, computers, or a student from Thailand like me?

Now, I’m going to tell you about my trip to onsen with my host family last Saturday. It was deep in the mountains, so we had to drive for a long time. We saw beautiful birds and trees on the way to our hotel. When we arrived , we changed into yukata. And my host mother said, “Shall we take a bath?” Then we left the hotel. I was surprised because I thought that the bath was in our room. The bath was in a wonderful place near the hotel. There were a lot of trees around the onsen and I heard different kinds of birds.

Then my host mother said, “Let’s get in. We’ll feel good in the bath.” I looked around and there was no one near the bath. So, I decided to get in. This was my first visit to

an onsen. I had a great time. I enjoyed the bath very much. I thought that Japanese people really liked onsen, because my host family took baths the next morning, too.

I'm enjoying life in Japan and I have learned something important from it: we should try new things when we are in a different culture. I want to know more about Japan and I want Japanese people to know about my country. Thank you very much.

TV program テレビ番組 cartoon 漫画 drama ドラマ
change into ~ ~に着替える

(1) 本文中の に入れるのに最も適している英語を次から選び、記号を書きなさい。

- ア Why do you learn about Japan?
- イ When do you start to learn about Thailand?
- ウ What are you going to learn about Japanese culture?
- エ How do you learn about Thai culture?

(2) 本文中にはニサーが日本語の本を読むとき時間がかかる理由が述べられています。その内容を40字程度の日本語で書きなさい。

(3) 本文中にはニサーがホストファミリーと行った旅行のことが述べられています。その内容を4文程度の英文にまとめなさい。

(4) 本文中でニサーは日本での生活からある重要なことを学んだと述べています。その内容を日本語で書きなさい。

(5) 本文の内容と合うように次の問いに対する答えを英語で書きなさい。

① Did Nisa learned a lot about Japanese culture from Japanese TV program?

② What does Nisa want Japanese people do?

10 次は高校生の由香(Yuka)と誠(Makoto), オーストラリアからの留学生ナンシー(Nancy)の3人が、ロボットショー(robot show)に行った時の会話の一部です。後の問いに答えなさい。

Nancy : There are so many robots here and there. Yuka, you came here with your family last Sunday, didn't you?

Yuka : Yes, I did. I had a very good time. So I wanted to see this show again with you.

Nancy : Thank you. Oh, look at that tall robot walking over there.

Makoto : It looks like a robot I saw in a movie.

Yuka : I think it's very difficult to make walking robots.

Nancy : I think so, too. My science teacher in Australia knows a lot about robots, and she said, "Scientists in Japan are studying robots the hardest in the whole

world.”

Makoto : Really? I didn't know that.

Yuka : Nancy and Makoto, that small bird robot on the green table is also very interesting. [①]

Nancy : OK.

Nancy : Oh, this bird robot is cute, isn't it?

Makoto : Yes, it is.

(to the bird robot)

Yuka : Hello.

Robot : Hello. Nice to meet you.

Makoto : This robot speaks English!

(to the bird robot)

Nancy : [②]

Robot : I'm fine, thank you. And you?

Nancy : Good. Thanks. Yuka, this robot is great!

Makoto : Can it speak any other words?

Yuka : Of course. This robot can speak more than three thousand words in English.

Makoto : I can't believe that. So many words!

Yuka : When I came here last Sunday, I enjoyed talking with this robot.

Makoto : What other kinds of robots are here?

Yuka : Well, some robots play soccer and some robots dance.

Nancy : That's great! I want to take some pictures of robots and send them to my science teacher in Australia.

Makoto : Yuka, is there a robot that can do my homework?

Yuka : Of course, not.

(1) 本文中にはナンシーがオーストラリアの理科の先生から聞いたことが述べられています。その内容を日本語で書きなさい。の内容と合うように、次の文中の空所に適当な数字を書きなさい。

()

(2) 本文中の[①]に入れるのに最も適しているのはどれですか。

ア Let's go home to catch it. イ Let's stop watching it.

ウ Let's stop making it. エ Let's go and see it.

(3) 本文中の[②]が前後と意味がつながる内容となるように英文を書きなさい。

.....
(4) 本文中のthatの内容を表したところを日本語で書きなさい。

()

(5) 本文中の内容と合うように次の質問に答えなさい。

① Where is the small bird robot in the robot show?

.....

②Are there any robots which play soccer in te robot show?

.....

③What does Nancy want to send to her science teacher?

.....

11 ㊦はインドネシアからの留学生デウィが高校生の恵美に書いた手紙です。㊧はその手紙に対する恵美の返事です。二人の手紙を読んで後の問いに答えなさい。

㊦

[①] 29

Dear Emi,

How are you? In this letter, I'm sending the pictures I took in your school. I was happy to meet you and your friends because you were kind to me. I think the people in Osaka are very kind. They often help me, so I'm enjoying my life in Osaka. I like Osaka and the people here.

There is one more thing I like. It's rakugo. Some people do it in English now. I often go to see their English rakugo with my university friends. When I see it, I always laugh a lot and feel very good. I bought some CDs of the English rakugo because I wanted to do it. I've practiced with the CDs since then. Last week I showed my rakugo at the university festival. Do you think people laughed? No. They didn't laugh, and my friends said, "Practice more, Dewi." But I like rakugo because it makes people happy. I want to help people with medical science and make them happy with my rakugo.

Emi, how was your school festival? Please tell me about it in your letter.

Your friend,
Dewi

㊧

November 2

Dear Dewi,

Thank you for your letter and the pictures. Everyone in the picture looks very happy.

When you came to our school, you talked about volunteer work in the class. What can we do for other people? After the class, we talked about it, and some students used the computers at the school to learn about volunteer work. Then, one of the students said, "Look! Some countries need pencils and notebooks for Children." When I heard that, I said to my class, "Let's collect pencils and notebooks at the school festival for the children who need them!"

Then, everyone in my class worked together to to collect them. At the school festival, we were happy because some people living near our school came to our class and helped us. Together we collected a lot of pencils and notebooks.

The children will get our presents soon. We really hope that the children will [②]. All the students in my class learned many important things about volunteer work through the school festival.

Please practice rakugo, and show it to us when you come to our school next time.

Yours,
Emi

take 撮る rakugo 落語 laugh 笑う university(school) festival 文化祭
collect 集める present プレゼント

- (1) 本文中の[①]には「10月」という意味の英語1語が入ります。その語を書きなさい。
.....
- (2) ㊦の手紙には、デウィがCDを買った理由が述べられています。その理由を日本語で書きなさい。
()
- (3) ㊧の手紙には、恵美がクラスの生徒たちに提案したことが述べられています。その内容を日本語で書きなさい。
()
- (4) 本文中の[②]に4語程度の英語を入れ、前後と意味がつながるようにしなさい。
.....
- (5) 本文中の内容と合うように次の質問に答えなさい。
① Did people laugh when they saw Dewi's rakugo at the university festival?
.....
② Who came to Emi's class and helped the students at the school festival?
.....
- (6) 本文の内容と合うものを一つ選びなさい。
ア It's very difficult for Dewi to enjoy the life in Osaka.
イ Dewi often goes to see English rakugo with Emi.
ウ In Emi's class no one knew how to use the computers at the school.
エ Every student in Emi's class learned a lot about volunteer work through the school festival.

12 女子高校生の恵美(Emi)の友人でインドネシアからの留学生であるデウィ(Dewi)は、恵美の学校に招かれ、講師として授業で話をするようになりました。次は山田先生と恵美がデウィとその打ち合わせをしている時の会話の一部です。後の問いに答えなさい。

Dewi : Hi, Emi.

Emi : Hello, Dewi. This is Yamada-sensei. He's my English teacher.
Yamada-sensei, this is Dewi. She came to Osaka last year.

Yamada : I'm Mr. Yamada. Nice to meet you.

Dewi : Nice to meet you, too, Yamada-sensei.

Yamada : My students are interested in Indonesia because they're learning about your country in some classes.

Dewi : Oh, good!

Emi : In a class we cooked an Indonesian dish called nasi goreng.

Dewi : Nasi goreng! That's a popular dish in my country! Did you like it?

Emi : Yes. I cooked it for my family last Sunday. They also liked, it. It's fun to learn about culture through food.

Dewi : [①]

Yamada : Well, Dewi, you're studying medical science at university, aren't you?

Dewi : Yes. I want to become a doctor.

Emi : [②]

Dewi : Because I want to help people. When I was in Indonesia, I learned about doctors working in many countries as volunteers to help people who need doctors. I want to become a doctor like them.

Emi : That's great.

Dewi : I believe, "Everyone in the world can help each other." Yamada-sensei, I want to give this message to your students.

Yamada : That'll be a good message for them. Dewi, please tell them about Indonesian culture in the class.

Dewi : OK. I'll tell them about it thorough Indonesian dance. Look at this picture.

Yamada : Oh, nice. Can you dance?

Dewi : Yes, I can. Look!

(Dewi dances.)

Emi : Dewi, that's wonderful!

Yamada : Emi, you should learn the dance from Dewi, and then show it in the class.

Emi : OK! I like dancing. Dewi, can you teach me that dance before the class?

Dewi : Yes, of course. I hope you'll dance with me in the class.

Emi : I think the class will be interesting. I can't wait!

Indonesian インドネシアの dish 料理 through ~ ~を通して
 medical science 医学 university 大学 each other 互いに
 message メッセージ

(1) 本文中の[①]には、恵美の It's fun to learn about culture through food.という考えの対してデウィが賛同する英文が入ります。その文をIで始めて書きなさい。

I

(2) 次のうち本文中の[②]に入れるのに最も適しているのはどれですか。

ア What do you want to do? イ Why do you want to be a doctor?

ウ Who wants to be a doctor? エ When do you want to be a doctor?

(3) 本文中にはデウィがどのような医者になりたいかを具体的に述べたところがあります。その内容を日本語で書きなさい。

()

(4) 本文中のthis message の内容を表した部分を日本語で書きなさい。

()

(5) 本文中には、デウィが山田先生から生徒たちに話すように頼まれたことが一つあります。その内容を日本語で書きなさい。

()

(6) 本文の内容と合うように英語で答えなさい。

① Is the dish Emi cooked in the class popular in Indonesia?

② What does Emi want to learn from Dewi before the class?

12 弘子(Hiroko)と隆司(Takashi)は英語クラブで発行している英字新聞'News Today'に載せる記事を書いているところです。次は、そのとき、弘子と隆司とカレン先生(Karen-sensei)の3人が交わした会話の一部です。後の問いに答えなさい。

Karen : HI, Hiroko and Takashi. What are you doing?

Hiroko : Hello, Karen-sensei. We're writing about our town for 'News Today'.

Karen : Good! Did you find anything new about the town?

Takashi : Yes. We learned something interesting at the library.

Karen : Oh, did you? Tell me about it.

Takashi : Sure. In the town, there are some very old houses and people are preserving them.

Karen : ♪That is interesting.

Hiroko : So, we visited the Suzuki family living in one of the old houses. The house was built a long time ago.

Karen : [①]

Hiroko : It was built about 200 years ago.

Karen : That's really old.

Takashi : Yes. Mr. Suzuki said, "It's not easy to take care of our house. But we want to preserve it because we have a love for this old house having a story of 200 years."

Karen : That's a good story.

Hiroko : We said to him, "We learned a lot of things from you and became more interested in our town." Then, Mr. Suzuki introduced us to his friend having a farm. His name is Mr. Abe. He has also lived in this town for a long time.

Takashi : We visited him and heard a lot of interesting stories about his farm and flowers.

Karen : Oh, really? I want to read your stories.

Hiroko : [②] because they told us many things we didn't know.

Karen : You had a very good time and learned many things about this town.

Takashi : We're going to send our 'News Today' to those people we visited.

Karen : That's good.

preserve 保存する be built 建てられる have a love for ~ ~に愛着を持つ
introduce ~ to ... ~を…に紹介する

(1) 本文中の♪Thatのあらわしている事柄を日本語で書きなさい。

()

flowers. We hope more people will know this.

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

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

(1) 本文の内容と合うように、次の空所を埋めなさい。

「この英字新聞の発行日は 2002 年()月 7 日()曜日です。」

(2) この記事の中では、写真に写っている古い家を訪ねるとどのようなことを学ぶことができると述べられていますか。日本語で答えなさい。

()

(3) この記事の中で、阿部さんは花をよりきれいに育てるにはどのようにしたらよいと述べていますか。日本語で答えなさい。

()

(4) この記事の内容と合うように次の問いに対する答えをそれぞれ英語で書きなさい。

① Why are old things nice?

② Does Mr. Abe live at a farm near Hiroko's school?

(5) 次のうちこの記事で述べられている内容と合うものはどれですか。ひとつ選びなさい。

ア Mr. Abe grows flowers because it's easy to grow them.

イ The old desk in Mr. Suzuki's house is not used now.

ウ Hiroko and Takashi visited a house built in 1810.

エ Mr. Abe became a farmer eighty years ago.

14 高校生の美香(Mika)と智也(Tomoya)は、地域の人々による河川の美化活動について授業で発表することになり、その準備をしています。次はその活動について、美香と智也と留学生のジョージ(George)の3人が交わした会話の一部です。後の問いに答えなさい。

George : Hi, Mika and Tomoya. What are you doing?

Mika : Hello, George. We're writing about a program to take care of rivers in some towns in Osaka. We're going to talk about it in English class.

George : Really? [①]

Mika : OK. In the program, people work as volunteers. They pick up cans and bottles on the riverside, and cut the grass there. A week ago, we visited a town to talk with some people doing the volunteer work there.

Tomoya: The program in the town is very interesting.

George : How is it interesting?

Tomoya: Sheep are working with people to clean the riverside.

George : Sheep? I don't understand. [②]

Tomoya: Well, the sheep live on the riverside and they 'help' the people doing the volunteer work.

George : How do the sheep help the people?

Tomoya: That's a good question! The people pick up cans and bottles, and the sheep

eat the grass. So, we can say that the people and sheep together make the riverside beautiful!

George : That's interesting! Did you hear any good stories there?

Tomoya: Yes, I did. A woman doing the volunteer work on the riverside said to me, "Many children come here to see the sheep and become friends with them. I hope that many children will learn about this program and find something they can do as volunteer work."

George : I hope so, too. Did you hear about any other things, Mika?

Mika : Yes. A man working with her said to me, "This program started about two years ago. Since then, more people have done things for the river. For example, many people take care of flowers on the riverside to make it beautiful." I think this program is very good.

George : Mika and Tomoya, you heard very good stories. When I go back to my country, I want to do something for the river in my town.

Tomoya: It's a great idea to work together to take care of rivers.

program 活動 pick up 拾う can 缶 bottle ビン riverside 川辺 grass 草
sheep 羊 flower 花

(1) 次のうち, [①]に入れるのに最も適しているものはどれですか。

ア Shall I tell you about it? イ Can you tell me about it?

ウ May I tell you about it? エ Did you tell me about it?

(2) 本文中の[②]には, ジョージが智也に言ったことの意味を改めてたずねる英文が入ります。適している英文を What に続けて書きなさい。

(3) 本文中の△That's の表している内容を述べたところが本文にあります。その内容を日本語で書きなさい。

()

(4) 本文中には, 智也に話した女性が子どもたちに期待していることを述べたところがあります。その内容を日本語で書きなさい。

()

(5) 本文中で, 美香に話した男性は, 河川の美化活動が始まって以来多くの人々が取り組むようになったことの例の一つあげています。その内容を日本語で書きなさい。

()

(6) 本文の内容と合うように, 次の問いに対する答えをそれぞれ英文で書きなさい。

① Did Mika and Tomoya visit a town and cut the grass on the riverside with sheep?

② What does George want to do when he goes back to his country?

15 ㊦はイギリスに帰国したジョージ(George)が高校生の智也(Tomoya)に書いた手紙です。㊧はその手紙に対する智也の返事です。二人の手紙を読んで、後の問いに答えなさい。

㊦

November 2, 2003

Dear Tomoya,

How are you? I'm writing this letter to tell you about my volunteer work.

When I listened to your speech about the program to take care of riverside in Osaka, I thought that it was an interesting program and I wanted to do something to clean small river near my house. I sometimes pick up cans and bottles with some of my friends. Many people do volunteer work to clean this river, because it goes into the Thames.

Do you know the Thames in London? I've sent a picture of it with this letter. A long time ago, there were a lot of fish in the Thames. But later, there weren't any fish in it because dirty water went into the Thames from houses all over London and from big factories near the river. About forty years ago, people in London started to work together to clean the river. Some years later, they were happy to know that [①]!

Today, many people in London enjoy walking and watching birds on the riverside of the Thames. But we still have to take care of the river because we don't want to see a dirty Thames again.

Please write a letter to me soon.

Yours,
George

㊧

November 12, 2003

Dear George,

Hi! I'm happy to know that you've started to do volunteer work. I did some volunteer work for old people and children. A month ago, some of my friends and I went camping as volunteers with old people and children living in our town.

I cooled lunch with the old people and the children. The lunch was good. After lunch, I washed the dishes with the children. In the afternoon, I played gateball with the old people. One of them, Mr. Kawano, said to me,"[②] We practice it in the park near your school every Sunday, so please come to practice it with us next Sunday." I said, "I will."

When I we came back to our town, a little girl came and said to me, "Please come with us next time, too." An old woman also said to me, "I had a good time with you." I was happy to hear those words from them.

I want to do more things for old people and children living in my town.

Bye.

Your friend,
Tomoya

the Thames テムズ川 London ロンドン dirty 汚れた factory 工場
go camping キャンプに行く dish 皿 gateball ゲートボール

(1) ㊦の手紙には、かつてテムズ川に魚がいなくなったことがあったと述べられています。その手紙に述べられている魚がいなくなった具体的な理由を日本語で書きなさい。

()

(2) 本文中の[①]に5語程度の英文を入れ、前後と意味がつながる内容となるような英文を完成しなさい。

(3) 本文中の[②]には「あなたは私よりもゲートボールが上手です」という英文が入ります。You で始めてその英文を書きなさい。

(4) 本文中の△those words from themの内容を具体的に表している部分を探し、日本語で答えなさい。

()

(5) 本文の内容とあうように、英語で答えを書きなさい。

① What do many people in London enjoy doing on the riverside of the Thames?

② Did the children wash the dishes with Tomoya after lunch?

16 中学生の美穂(Miho)は職場体験学習のためにクラスである会社(company)を訪問しました。次はそのことについて美穂と同級生の健太(Kenta)とジェーン先生(Jane)の3人が交わした会話の一部です。後の問いに答えなさい。

Miho : Hello, Jane-sensei!

Jane : Hi, Miho and Kenta. Your class visited a company in our town yesterday. I wanted to go with you, but I couldn't.

Kenta : It's a company which makes machines, and it's now trying to make a satellite.

Jane : A satellite? Great! Is it a big company?

Kenta : No, it isn't.

Miho : It's not so big.

Jane : Really? [①] people work in the company?

Kenta : About 30.

Jane : Only about 30!

Miho : Yes. This company is trying to make the satellite with other companies in our town.

Jane : Interesting! What did you do when you visited the company?

Miho : We watched the company's video and talked with people working there.

Jane : Kenta, did you hear any interesting stories from them?

Kenta : Yes. One of them, Ms. Amano, said to me, "It's fun to make things. It's very

exciting to think that the satellite we're making will fly in space. I've found a big dream through my job."

Miho : I talked with a man, Mr. Hoshi. When I said to him, "It's a great idea to make a satellite." He said, "I wanted to become an astronaut when I was a child, but that dream hasn't come true yet. I have a new dream now. It is to send a satellite I make into space. This dream will come true soon." Mr. Hoshi looked very happy when he was talking with me.

Jane : It's nice to realize a dream through a job.

Miho : I think also, too.

machine 機械 try to ~ ~しようとする astronaut 宇宙飛行士
come true (夢などが)かなう realize 実現する

(1) 本文中の[①] people work in the company?が, その会社で働いている人の数を訪ねる表現になるように[①] に英語2語を書き, 英文を完成しなさい

(2) 本文中で二歩は彼女のクラスが訪問した会社で自分たちがしたことを二つ述べています。その内容をそれぞれ日本語で書きなさい。

()

(3) 本文中のalsoのあらわしている内容を日本語で書きなさい。

()

(4) 本文の内容と合うように次の質問に英語で答えなさい。

① Did Miho and Kenta say that the company trying to make a satellite was big?

② What is the new dream of Mr. Hoshi?

(5) 次のうち本文の内容と合うものはどれですか一つ選びなさい。

ア With Miho's class, Jane-sensei visited the company trying to make a satellite.

イ The company Miho's class visited is trying to make a satellite with other companies.

ウ Ms. Amano told Jane-sensei a lot of interesting things about her job.

エ Kenta talked with Mr. Hoshi and asked him many questions.

17 次はある日の放課後高校生の香織と明雄がブラウン先生と交わした会話の一部です。会話を読んで後の問いに答えなさい。

Mr. Brown: Hi, Kaori and Akio. What are you talking about?

Akio : We're talking about announcer [①] on TV.

Kaori : She came to our school today and made a great speech.

Mr. Brown: What did she say?

Akio : She said, "When I became an announcer, I worried. I had to speak to a TV camera. It was [②] thing for me. But I tried to smile, because I wanted people who watch TV to feel good."

Mr. Brown: I see. Speaking on TV isn't easy.

Akio : That's right.

Kaori : She also talked about interviewing. She said, "With a microphone and a TV camera, I can interview any person on the street or any famous person in the world. It's exciting to interview people and learn their different ideas." During her speech, she interviewed us.

Akio : Yes, She came to me and [③]. She smiled and said, "Don't worry. I'm just interviewing you."

Mr. Brown: What was her question?

Akio : "[a]" And I answered, "Popular basketball players in America."

Mr. Brown: Good. What other things did she talk about?

Kaori : Well, she taught us how to make a speech well. It was good to learn about that.

Mr. Brown: [b]

Kaori : She said, "First, you should make the things you want to say clear. Then, you have to be careful about the way to speak. You should not speak too fast and should not forget smile."

Akio : And also, if you worry, it's good to look at someone who is smiling.

Mr. Brown: Why is it good to do so?

Kaori : She said you can relax if you try to talk to that person. I think it's very interesting.

Mr. Brown: I see.

Kaori : I learned from her that smiling helps to make communication with people easier. When I talk with other people, I will not forget to smile.

announcer アナウンサー TV camera テレビカメラ interview インタビューする
microphone マイク clear 明確な relax リラックスする

(1) 次のうち本文中の[①]に入れるのに最も適しているのはどれですか。

ア worked イ has worked ウ working エ is working

(2) 本文中の[②]には「最も難しい」という意味の英語 3 語が入ります。その英語を書きなさい。

.....

(3) 本文中の③が「私は驚いた」という内容になるように英語で書きなさい。

.....

(4) 本文中の内容から考えて[a][b]に入れるのに最も適している英語はどれですか。それぞれ一つずつ選びなさい。

ア What kind of person do you want to interview?

イ Why is she going to talk about the story?

ウ When does she make a speech?

エ What country are you from?

オ What did she tell you to do?

(5) 本文中の△do soのあらわしている内容を日本語で書きなさい。

()

(6) 次は香織が学校でアナウンサーによる講演を聞いた日に書いた英語の日記の一部です。本文の内容と合うように空所に適切な英語 1 語を入れなさい。

Today, an announcer came to our school. Her speech was really good. She said she can interview any person if she a microphone and a TV camera. I how to make a speech well. She talked about an interesting

18 次は高校生の和男, オランダからの留学生のテレサ, 青木先生の 3 人が交わした会話の一部です。会話文を読んで, 後の問いに答えなさい。

Mr. Aoki : Hi, Teresa and Kazuo. What are you talking about?

Kazuo : Good afternoon, Mr. Aoki. We're talking about the pictures Teresa brought for me. Her grandfather sent them to her.

Teresa : Yes. I asked my grandfather in Holland [①] some pictures to me. He lives in a town with windmills.

Mr. Aoki : Please show me. Wow, beautiful!

Teresa : In his letter, he said he took a lot of pictures for me on Windmill Day.

Kazuo : Windmill Day? What's that?

Teresa : It's on the second Saturday of May. On that day, people can go into some of the windmills and see the things in them.

Kazuo : Oh, that sounds interesting.

(Teresa shows one of the pictures to Mr. Aoki and Kazuo.)

Teresa : Please look [②] the man in this picture. Do you know what this man is doing?

Kazuo : △I have no idea.

Mr. Aoki : Well, I think he is spreading the cloth of the sail.

Teresa : Yes, that's right. Then, the sails will turn when the wind comes. The man lives in the windmill to take care of it.

Kazuo : Does he live in it? Really?

Mr. Aoki : There are some people like him. Right, Teresa?

Teresa : Yes. Why do you know about windmills in my country so well?

Mr. Aoki : I read about them in a book I found at the school library. It was really interesting.

Teresa : Oh, good. I'm glad to hear that.

Kazuo : Teresa, can people go into this windmill?

Teresa : Yes, they can. They can see how the windmill grinds grain and does other things. Also, in April and May, they can see a lot of flowers around the windmill. The scenery is very beautiful. When I read my grandfather's letter and saw the pictures, I remembered how much I love the beautiful scenery.

Kazuo : That sounds nice. I want to go there.

spread 広げる cloth (羽根にはる)布 sail (風車の)羽根 turn 回転する
wind 風 grind (臼で)ひく grain 穀物 scenery 風景

(1) 次のうち、本文中の[①]に入れるのに最も適しているのはどれですか。

ア send イ sent ウ to send エ to sending

(2) 次のうち本文中の[②]に入れるのに最も適しているのはどれですか。

ア after イ at ウ of エ on

(3) 次のうち本文中の Ⓐ I have no idea. の内容に最も近いのはどれですか。

ア I don't know. イ My idea isn't new.
ウ My idea isn't wrong. エ I don't think this man is working.

(4) 本文中にはテレサが「おじいさんからの手紙を読み、写真を見て思い出したこと」を述べたところがあります。その内容を日本語で書きなさい。

()

(5) 本文の内容と合うように次の問いに英語で答えなさい。

① Did Teresa bring pictures for Kazuo?

.....

② Who took the pictures for Teresa on Windmill Day?

.....

③ Where did Mr. Aoki find the book written about windmills in Holland?

.....

19 次の、健太、美穂、ジョンの3人が11月のある日の朝食時に交わした会話の一部です。後の問いに答えなさい。

John: Good morning, Miho.

Miho: Good morning, John. Ⓐ You look a little sleepy this morning.

John: Yes, I'm sleepy, because I watched the soccer game on TV last night and went to bed very late.

Miho: Kenta, did you watch the soccer game with John?

Kenta: Ues, I did. The game was really great.

John: The Japanese team will play in the World Cup. ①

Kenta: Yes, that's right. I'm really happy. We are always very happy when our wishes come true.

John: I was cheering the Japanese team with Kenta. I'm also very happy because they will play in the World Cup.

Miho: John I have a wish, too. I'm interested in space science. I want to study it in the future.

John: How nice!

Kenta: John, one of my wishes ahs already come true. I also wrote Ⓑ another wish for the Tanabata Festival. Can you guess what it was?

John: No, I don't.

Kenta: I want to make movies which give dreams to many people.

John: Great! Both of you have such wonderful wishes. I hope your wishes will come true.

Kenta: Thank you. ②

Miho: Me, too.

注) cheer 応援する space science 宇宙科学 in the future 将来
guess 推測する

(1) 本文中の④で、美穂はジョンに「今朝は少し眠そうだわ」と言っています。じょんは眠い理由についてどのように答えていますか。その理由を35字程度の日本語で書きなさい。

(2) 本文中の ① にもっともできしているものを次からひとつ選び、記号を書きなさい。

- ア Why did you know it?
- イ How about you?
- ウ Your wish came true, didn't it?
- エ Will you tell me about the game?

(3) 本文中の⑤の内容を具体的に述べたところが本文中にあります。その内容を日本語で書きなさい。

(4) 本文中の ② が、「全力を尽くすよ」という内容になるように、英語で書きなさい。

(5) 本文の内容とあうように、次の問に対する答えをそれぞれ英語で書きなさい。

① Who watched the soccer game with John?

② What does Miho want to study in the future?

(6) ジョンは、健太に冬休み(winter vacation)をどのように過ごすかについて尋ねました。健太は、年賀状(New Year's cards)を書くことやお正月(New Year's Day)を迎える準備をすることについて話しました。冬休みをどのように過ごすかについて、あなたならどのようなことを話しますか。その内容を4文程度の英語で書きなさい。

20 次は、中学生の由美、アメリカから来たナンシー、彼女の弟のトムが公園からの帰り道で、あるポスターを見て交わした会話の一部です。後の問いに答えなさい。

Nancy: Look at that picture of a bird. I often see it in many places. What is that bird, Yumi?

Yumi: It's "Moppie". It is the mascot for the National Sports Festival in Osaka. Its name comes from the Japanese word, "mozu", and the English words, "happy" and "peace". Mozu is the prefectural bird of Osaka.

Nancy: I see. That's interesting.

Tom:

Yumi: We'll have it in fall this year.

Tom: Then good players for all over Japan will come to Osaka for the Festival, won't they?

Yumi: Yes, but the National Sports Festival is not only for the good players.

Nancy: What do you mean, Yumi?

Yumi: In the Festival, there are many games for them, and there are some other games for people in Osaka. Anyone living in Osaka can take part in them. And my grandmother is going to take part in one of them, the walk rally.

Nancy: Really?

Yumi: Yes. My grandmother enjoys walking with her friends every day.

Tom: That's nice!

Yumi: Yes. Playing sports is good for the health. And I think there is another good thing about sports.

Tom: What is it, Yumi?

Yumi: We can make friends by playing sports together. ♪and today I have made two nice friends by running!

Nancy: You are right!

Tom: Yes. We are friends now!

注) Moppie モッピー mascot マスコット mozu モズ prefectural 府(県)の
National Sports Festival 国民体育大会(国体) grandmother 祖母
take part in ~ ~に参加する walk rally ウォークラリー(コース図を頼りに課題を
解きながら歩き、時間得点と課題得点の合計点を競う競技) health 健康

(1)本文中のに最も適しているものを次からひとつ選び、記号を書きなさい。

- ア Where will you go for the Sports Festival?
- イ When will you have the Sports Festival?
- ウ How will you enjoy the Sports Festival?
- エ What will you do in the Sports Festival?

(2)本文の内容とあうように、次の問に対する答えをそれぞれ英語で書きなさい。

- ① Is "Moppie" the prefectural bird of Osaka?
-

② What does Yumi's grandmother enjoy with her friends every day?

③ Who are the friends that Yumi has made today?

(2) 本文中で、由美はスポーツについて、良い点を二つ述べています。それを日本語で書きなさい。

(4) 本文中の ② が、「君のおばあちゃんのようにスポーツを楽しむことはよいことです。」という内容になるように、英語で書きなさい。

21 次は、中学生の恵、秀雄、イギリスから来たジョンの3人が、恵の家で交わした会話の一部である。後の問いに答えなさい。

Megumi: We had a good time at the beach last Sunday, didn't we?

John: Yes. The sea water was clean, wasn't it?

Hideo: Yes, it was. I think clean water is important to many living things.

John: Right. I have just remembered salmon which have come back to the Thames.

Megumi: Salmon in the Thames?

John: Salmon weren't seen before people began to clean the Thames, ① now. They come every year to the river from the sea to lay eggs.

Hideo: Great! We must follow the example of your country.

Megumi: Osaka is now doing such a thing.

Hideo: What is that?

Megumi: In some places in Osaka, people are also cleaning rivers.

John: Fireflies?

Megumi: Yes. I hear they live in clean water when they are babies. You can enjoy looking at their small beautiful lights in summer.

Hideo: I want to see them by the river near my house.

Megumi: Me, too. But it is not ② to keep the river clean.

Hideo: What can we do?

John: There are a lot of things that we can do. Try to think where the water from your house goes.

Hideo: Well, it goes to the rivers.

John: Right. We can say our houses are the entrances of water to rivers and the sea.

注) salmon 鮭(通常、複数形も salmon) the Thames テムズ川(ロンドン市内を流れる川) lay (卵を)産む follow ~ ~を見習う firefly ホタル entrance 入り口

(1)本文中の に入れるのに最も適切な語を、次の[]から一つずつ選び、記号を書きなさい。

① [a. because b. but c. or d. do]

② [a. important b. good c. right d. easy]

(2)本文中の such a thing とはどうか。日本語で書きなさい。

(3)本文の内容とあうように、次の間に対する答えをそれぞれ英語で書きなさい。

① Did John have a good time at the beach last Sunday?

② Which come to the Thames from the sea every year, salmon or fireflies?

③ What can you say about the water of a river when you find fireflies there?

(4)秀雄はこの日のことを日記に書きました。次の秀雄の日記を読んで、秀雄が考えたことを40字程度の日本語で書きなさい。

Sat. September 23, Cloudy

Today I enjoyed talking with John and Megumi at her house. I learned two new things from them. One was about the salmon in the Thames, and the other was about the fireflies in Osaka. I think it is important for us to think about the water from our houses. We should not forget that it goes to rivers and the sea. I will try to remember today's stories about the salmon and the fireflies when I use water at home.

22 次は、中学生の弘子、大学生の太郎、日本に滞在中のピーターの3人が交わした会話の一部である。後の問いに答えよ。

Peter: This building looks very old. I didn't know there was such an old wooden house in the center of Osaka.

Hiroko: We call it Teki-juku. You can learn how the students lived and studied in this school. This house has more than ten rooms.

Peter: Look! There are notebooks for visitors on the table.... Many people have written they felt about this old school.

Taro: Hiroko! Peter! Come up here. I'm in the room for the students. There are a lot of pictures on the wall.

Hiroko: Those people in the pictures studied in this school. They are famous in the

history of Japan.

Taro: Yes, two or three of them. How about you, Peter?

Peter: I know that man. Where have I seen him? Oh, he's on the 10,000-yen bill!

Hiroko: He is Fukuzawa Yukichi. He studied here as a student, too.

Taro: The students studied and slept in this room, but there were some students who isn't sleep well. They studied during the night, because there was only one Dutch-Japanese dictionary in this school. All the students wanted to use it.

Peter: It was a very important dictionary for them, wasn't it?

注) visitor 見学者 10,000-yen bill 一万円札 Fukuzawa Yukichi 福沢諭吉
Dutch-Japanese dictionary オランダ語を日本語で説明した辞典

(1)本文中のが「もう一度この学校の名前を教えてください」という意味になるように、下に英語で書け。

(2)本文中のに入れるのに最も適当な語を、次の[]から一つ選び、○で囲め。
[what which whose why]

(3)本文中の に入れるのに最も適当な文を、次の[]から一つずつ選び、記号を○で囲め。

- ③ a. Do you know any of them?
b. Did you draw them?
c. How many rooms are there?
d. How old is the picture?

- ③ a. You're welcome.
b. I hope so.
c. That's right.
d. Don't worry.

(4)本文中のⒶの意味を日本語で書け。

(5)本文の内容とあうように、次の各問いに対する答えをそれぞれ下に英語で書け。

Ⓐ What did Taro find on the wall in the room for the students?

Ⓑ Was there a Dutch-Japanese dictionary in each room of Teki-juku?

23 次は中学生の正夫と日本に滞在中の少年 John とが水族館の中で交わした会話の一部である。下の問いに答えよ。

Masao: What a big fish!

John:

Masao: Small fish are swimming around the mouth of the big fish.

John: They look like friends, don't they?

Masao: Yes, they do. John, fish are always swimming in the water tank. Do they sleep?

John: I think they do. I read about it in a book. Look over there! Some fish are not moving. They are sleeping, aren't they?

Masao: It's interesting to learn fish live.

John: Their world is really interesting.

Masao: It's very beautiful, too.

John: Masao, look at that school of small fish.

Masao: School?

John: Oh, I mean a group of fish. Ⓐ We use that word when we talk about a large group of fish swimming together.

Masao: Is that so?

John: Do you know why so many small fish swim in a school?

Masao: That's one of their ways to protect themselves from bigger fish, isn't it?

John: Yes, I think so.

注) protect themselves from ~ ~から身を守る

(1) 本文中の が「私はこんなに大きな魚を見たことはありません。」という意味になるように、下に英語で書け。

(2) 本文中の に入れるのに最も適切な語を次の [] から一つ選び、○で囲め。

[how when whose why]

(3) 本文中の に入れるのに最も適切な文を次から一つずつ選び、記号で答えなさい。

a. How about you? b. I didn't know that. c. That's right. d. That's too bad.

(4) 本文中のⒶの意味を日本語で書け。

(5) 本文の内容とあうように、次の各問いに対する答えを下に書け。

Ⓐ What did Masao and John see around the mouth of the big fish in the water tank?

Ⓑ Did John think fish sleep?
