

## 愛光

次の英文は、人との関係(relationship), 政治(politics), 偏見(prejudice), 差別(dis・mination), 雇用(employment)問題などと考え合わせて、アメリカにおける多様性(diversity)について述べたものです。よく読んで、設問に答えなさい。星印(\*)の語句は(注)を参考にしなさい。

Almost every discussion about U.S.society today has the idea of diversity — the many ways which make people different from each other. Odette Pollar, a specialist on the topic, says, "This may seem simple. But think for a moment (A[many / are / kinds / there / differences / of / how]! And they can be mixed in very many different ways! Together, these differences are important in shaping us as separate persons."

Pollar names all kinds of differences among people. We are different from each other in sex, age, race, belief, various abilities, life experience, and so ( a ). We think, learn, and work differently. Not surprisingly, we also have different ideas about relationships, family, and politics.

Many Americans think a diverse society is good for them. They understand that various backgrounds, points of view, and abilities make a society richer and more interesting. However, such differences also create problems. Sometimes people see each other as different without trying to understand why. Throughout U.S.history, there are some examples: prejudice and discrimination appeared because people could not understand each other. For this reason, government, businesses, and schools keep ( b ) hard to stop such discrimination.

The U.S. government has made a lot of laws so that people can get a job, get an education, and take part in society even if they are different from others. For example, under\* the Civil Rights Act of 1964, it is against laws to discriminate against a

person on the basis of race, color, belief, sex, or national origin. The law names (B)three main areas which do not allow discrimination: employment; services such as schools, stores, restaurants, and hotels; and government programs. \*The Education

Amendments of 1972 tells us not to discriminate on the basis of sex in all educational programs that receive money from the government. Under this law, men and women have equal chance to develop their skills and abilities. As a result of the law, today many more girls and women take part in school sports.

Laws have done a lot to protect a person's rights. However, they don't do much to help an ordinary person to solve the everyday problems which happen because of diversity.

(c)Support of this kind is given in U.S.schools and businesses.

Colleges and universities throughout the united States are teaching courses in diversity. First, students learn about the history and traditions of various ethnic groups. Then they study their own

culture in relation to the cultures they have studied. In many colleges, students have to take these courses before they graduate, and most

Americans think this is a good idea. Recently a group had a \*poll on diversity in higher education.

(D)More than seventy percent of the people who took part in the poll said that it is important for colleges to make students ready for living in a diverse society.

Business leaders know that diversity is very important in a company, and many of them provide diversity training for their workers. The purpose is ( c ) a workplace so that everyone can understand and respect the differences of others. In the classes, workers discuss and learn how to appreciate each other's strong points and work together better.

When Pollar gives diversity training courses, she says, "Think of a person as a small stone ( d ) into a lake. The stone may be small, but (E)the little waves it creates get bigger and bigger until they break on the shore, sometimes miles away." As each person takes a small step toward understanding others, ( e ) will disappear. As time goes on, more and more people will begin to learn that the diversity of its society is one of America's greatest natural resources.

(注) the Civil Rights Act 公民権法 The Education Amendments 教育修正条項  
poll 世論調査

設問

1. 空所 ( a ) に英文の内容に合うように英語 1 語を入れなさい。

a \_\_\_\_\_

2. 空所 ( b ), ( c ), ( d ) に動詞 [break / create / throw/work] の中から最も合うものを選び、必要なら、その形を変えて答えなさい。ただし、それぞれの語は1度しか使えません。

b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_

3. 空所( e )に内容に合う英語 1 語を本文中から探して書きなさい。

e \_\_\_\_\_

4. 下線部(A)の[ ]内の語を意味が通るように正しく並べかえなさい。

\_\_\_\_\_

5. 下線部(B)が指す 3 つの分野の名をあげているが、それを、それぞれ 1 語あるいは 2 語の英語で答えなさい。

\_\_\_\_\_

6. 下線部(C)とはどのような援助か、30 字以内の日本語で答えなさい。


に対する援助

7. 下線部(D)を日本語に直しなさい。

8. 下線部(E)の例が示す内容を次のように書き換えた時、( )内に入れるべき英語1語を選び、記号で答えなさい。

even a small action can bring us big (ア. fighting イ.change ウ.trouble)

9. 次の各文から本文の内容と一致するものを2つ選び、記号で答えなさい。

ア. 人間は、性、年齢、能力など多くの点で異なっているが、家族などの人間関係に関する考え方は違ってはいない。

イ. 多くのアメリカ人は、多様性のおかげで、社会が豊かで興味深いものとなっていると考 え

ウ. 多くのアメリカの大学では、卒業するには、自国の文化を学ぶ前に多様な民族の歴史や 伝 統を学ばなければならないが、全てのアメリカ人がこれをいいことだと思っている。

エ. アメリカでは、教育修正条項のおかげで、より多くの女性が学校スポーツに参加できる よ うになった。

## 愛光2

次の Jane と Yumi の対話について、下の設問に答えなさい。

Yumi: Who are those valentine's Day chocolates for?

Jane : For me, ofcourse.

Yumi: No.I mean, who are you going to give them to?

Jane : Well, you can have some if you want

Yumi: [ A ]I mean, who did you buy the chocolates for? For Mr. Taylor?

Jane : (Laughing)Him? Please! He's 20 years older than me, and( 1 ). As I said, they're for me. Here,have one.

Yumi: No thanks. I want to know the mystery of the chocolates. What's going on?

Jane : Naoki gave them to me.

Yumi: But in Japan, women give chocolate to men.

Jane : Yes, he explained that. But he once lived in the States, and so he celebrated valentine's Day in the American way.

Yumi: Now I understand. What a nice thing to do!

Jane : He's a nice guy. He thought I needed some cheering up. I really ( 2 ) the chocolates I got from him. How can I return the favor, Yumi?

Yumi: In Japan, there's a thing called White Day.

Jane : Does it have something to do with valentine's?

Yumi: Yes. A boy ( 3 ) one month later.

Jane : I'll be in the States by then. But before I leave, I think I'll give him an early White Day gift.

Yumi: That's the opposite way. It's not usual.

Jane : Sure, but he changed the way first, so I will too.

Yumi: [ B ] He has a sense of humor. It'll make him happy.

#### 設問

1. 空所 [ A ], [ B ] に入れるのに最も適当な文を下のア～ウから選び, 記号で答えなさい。

[ A ] ア.Here you go. イ.That's true. ウ.Hold on.

[ B ] ア.Not yet イ.Why not? ウ.Of course not

2.空所 ( 1 ), ( 2 ) に入れるのに最も適当な語を下のア～エから選び, 記号で答えなさい。

( 1 ) ア.married イ.hardworking ウ.human-like エ.busy

( 2 ) ア.recommend イ.dislike ウ.thank エ.appreciate

3.空所 ( 3 ) に下の語句を並べ替えて意味の通る英文を作りなさい。答えは ( ) 内で 2, 4, 6番目に来るものを記号で答えなさい。

ア.a xWhite Day gift イ.a valentine gift ウ.his special friend エ.give

オ.receives カ.who キ.can

( ) ( ) ( )

#### 久留米大付設

次の英文を読んで、あとの設問に答えなさい。

A long, long time ago, in a small country village in Japan, there lived a poor farmer and his wife who were very good people. They had a number of children and <sup>(1)</sup>[it / feed / that / hard / found / to ] them all. The youngest child was a very clever little boy, and his parents thought he should become a priest. They took him to the village \*temple one day and asked that he should be taken

as a student.

The old priest spoke kindly to the boy and asked him some hard questions. [ A ] The boy learned quickly what the old priest taught him, and <sup>(2)</sup>he was very obedient in most things. But he had one fault. Whenever he found himself alone, he drew cats. He drew them on all the screens of the temple, on the walls, and on the \*pillars. Several times the priest told him this was not right; but he did not stop drawing cats.

One day after he had drawn some very clever pictures of cats upon a paper screen, the old priest said to him severely, "My boy, you must go away from this temple at once. You will never be a good priest, but perhaps you will become a great artist.

Now let me give you a last piece of advice, and be sure you never forget it – Avoid large places at night; keep to small!"

[ B ] If he went straight home, he felt that his father would punish him for having been disobedient to the priest. Then he remembered that in the next village there was a very big temple.

<sup>(3)</sup>He made up his mind to go there and ask the priests to take him as a student.

Now the big temple was closed up, but the boy did not know this. The reason it had been closed was that a \*goblin had frightened the priests away and had\*taken possession of the place.

When the boy got to the village, it was dark and all the people were in bed; but he saw the big temple on a hill, and there was a light in it. People say the goblin ( 4 ) make that light in order to tempt lonely travelers to ask for \*shelter.

The boy went at once to the temple and knocked, but nobody came. At last he pushed gently at the door and was glad to find that it had not been fastened.

He thought that some priest would be sure to come very soon, and he sat down and waited. Then he noticed that everything in the temple was covered with dust, and he thought to himself that the priests would certainly like to have someone to keep the place clean. He wondered why they had allowed the place to get so dusty ( 5 ) most pleased him, however, were some big white screens, good to paint cats upon. Though he was tired, he looked at once for a writing box and found

one, and \*ground some ink, and began to paint cats.

He painted a great many cats upon the screens, and then he began to feel very, very sleepy. He was just on the point of lying down to sleep beside one of the screens when he suddenly remembered the priest's words: "Avoid large places—keep to small!"

[ c ] He found a little cabinet, with a sliding door, and went into it and shut himself

up.

<sup>(6)</sup> Then he ( い ) down and ( ろ ) asleep.

Very late in the night he was awakened by a most terrible noise – a noise of fighting and screaming. Finally, after a long time, silence came, but the boy did not move until the light of the morning sun shone into the cabinet. Then he got out of his hiding place very cautiously and looked around. <sup>(7)</sup> The first thing he saw was that the floor of the temple was covered with blood. And then he saw, lying dead in the middle of it, an enormous, monstrous rat – a goblin rat – bigger than a cow!

But who or what could have killed it? Suddenly the boy observed that the mouths of all the cats he had drawn the night before were red and wet with blood. Then he knew that the goblin had been killed by the cats that he had drawn. And then, also, for the first time, he understood why the wise old priest had said to him: "Avoid large places – keep to small!"

Afterwards that boy became a very famous artist. Some of the cats that he drew are still shown to travelers in Japan.

(注) temple お寺 pillar 柱 goblin 化け物 take possession of 占領する  
shelter 避難所 ground : grind [墨などを擦る] の過去形

設問 1. (1) [ ] 内に与えられた語を並べ換えて、英文を完成しなさい。ただし、余分なものが1語あります。

設問 2. 下線部 (2) について、この少年がすべてにおいて従順だったとは言えないのはなぜですか。日本語で説明しなさい。

設問 3. 下線部 (3) を和訳しなさい。

設問 4. 空所 ( 4 ) に、「(以前は) ~したものだ」の意味を表す2語を入れなさい。

設問 5. 空所 ( 5 ) に入れるのもっとも適切なものを選び、記号で答えなさい。

ア) That イ) What ウ) Which エ) Who

設問 6. 下線部 (6) の ( い ), ( ろ ) に入れるのに適切な組み合わせを選び、記号で答えなさい。

ア) (い) lied (ろ) falled                      イ) (い) laid (ろ) fell

ウ) (い) lay (ろ) fell

工) (い) lay (ろ) falled

設問7. 下線部 (7) を和訳しなさい。

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設問8. [ A ], [ B ], [ C ] に入れるのに適切なものを下記のア～ウから選び, 記号で答えなさい。ただし, 同じ記号は一度しか使えません。

ア) So the boy left the temple and began to wonder what he should do.

イ) For the first time he began to feel a little afraid, and he resolved to look for a small place in which to sleep.

ウ) So clever were the boy's answers that the priest agreed to take the child.

## 久留米付設2

次の英文の内容に一致するものを, あとの1～9の英文から3つ選び, 番号の若い順に答えなさい。

There are of course good zoos and bad zoos. Bad zoos are often in cities. They are old and dirty and there is not much room for the animals. Animals and birds live in small cages, so their \*behavior is not natural. Visitors stand in front of them all day and watch them, but the animals have nothing to do and nowhere to go. They can only wait for their food, and many get ill or die.

Things are different in a good modern zoo. People think about the animals and want them to be happy. Some animals like living with or near other animals; some do not. Some animals love

seeing visitors and playing games, but a lot of animals like to sleep quietly by day. Most animals want to look for food; they do not want someone to give it to them. Many animals want a lot of land, trees, and a high place to see from.

Good zoos make the right home for every animal.

There are sometimes more of one species in zoos than there are in that species' natural home.

A good zoo is sometimes the only place for animals in danger. They can live there and scientists can learn about them. The animals can have babies in the zoo and one day perhaps the babies can go back to their natural home and be free again. But animals in zoos often forget their natural behavior, so this is difficult.

One of the scientists' jobs is to teach natural behavior. Scientists watch free animals and then watch animals in zoos. Often their behavior is very different.

Zoo animals sit for a long time in an empty cage and wait all day for food. They walk for hour after hour with nowhere to go. So scientists teach them about looking for good food and leaving bad food, moving in trees, finding or making homes, and running from danger. Then the animals are ready to go back to their countries and live freely. Unhappily, this does not happen very often.

(注) behavior 行動 species (動物などの) 種

1. In bad zoos, a lot of animals have to live in a small number of rooms.
2. The behavior of animals in bad zoos is unnatural, because the only thing that they can do there is to wait for their food.
3. In every zoo, they consider the differences in the behavior of animals and try to let the animals have what they need.
4. Good zoos give the right home to animals, but sometimes these zoos have more of one species than is usual in the natural home.
5. It is a very dangerous thing for a zoo to be the only place for animals.
6. Since animals in zoos often don't know their natural behavior, they cannot go back to their natural homes easily.
7. In order to teach animals how to behave naturally in zoos, scientists compare the behavior of free animals with that of zoo animals.
8. Scientists have to teach zoo animals many things while these animals are alone in their cages.
9. In spite of scientists' efforts, they rarely succeed in making zoo animals go back to

their natural home and live freely.

成城学園

次の文章を読んで、以下の問に答えなさい。

Do you remember your dreams last night? Can you remember who you were with, what you were doing or even what you were wearing in your dreams? For some people it is easy to remember their dreams very \*dearly. ①Other people [ア.their / イ.often that / ウ.don't remember / エ.so / オ.they think / カ.dreams] they don't dream at all. The fact is, however, that everybody has a dream.

There are five \*stages of sleep. When you just start sleeping, you enter a very \*light state of unconsciousness. This is stage one. It is easy to wake up from this stage by a sound or \*movement which is suddenly ②make around you. Stage two is a deeper sleep. In this stage,

your \*brain works very slowly and your \*heart rate drops very much. This continues through stage three. Stage four is a very deep state of sleep which is ③similar to being in a \*coma. Although your bodies are in a deep state of unconsciousness at this point, you are still not yet having a dream. Your dreams do not begin until stage five. Just after entering this stage, some interesting things happen. Your brain ④activity suddenly grows and your heart rate becomes faster, too. You will be very surprised to hear that the only \*muscle that you can move is the eye muscle. You can't move the other muscles at all. Your eyes begin to move very quickly in stage five. This is called \*rapid eye movement. These \*cycles usually continue three or four times through the night. The difference is that the time of stage five becomes longer and longer with each cycle. Toward morning, stage five is sometimes as long as almost an hour. For this reason, you have your dreams the most

( ⑤ ) .

〈 ア 〉 Some of them believe that having a dream is a way that our brain uses to forget information which is not important. 〈 イ 〉 Other people think dreams are messages from our hearts and minds. 〈 ウ 〉 They say we can \*interpret these messages to understand our true feelings toward our problems that we worry about or things we are interested in. 〈 エ 〉

There are many different stages of \*awareness in dreams. In some dreams the dreamers don't understand the \*surroundings in the dream. For ⑥them it is like watching the dream from outside. However, in \*lucid dreams, dreamers know that the thing they are seeing now is a dream. They have a perfect \*control over their actions and sometimes can even change the surroundings or people in their dreams if they want. Scientists say that all of us can see this kind of dreams if we practice many times. The important thing is to say to ourselves often (even in our dreams!), "Am I \*awake or am I sleeping now?" "Is the thing I am seeing around me now a dream or not?"

It is true that we have no \*limitations or \*restrictions in the world of dreams. ⑦If we are [ ア.about / イ.going to / ウ.careful / エ.have / オ.we / カ.very / キ.the dreams / ク.are ], they can teach us much about ourselves and give us very useful understanding. It is said that people usually spend over 20 ( ⑧ ) of his or her life sleeping, and we should spend this time enjoying dreams and traveling to the wonderful worlds that dreams can give us.

Why do many of us forget our dreams? Most people wake up and at once start thinking of the things they have to do that day. Because of ⑨this, they often can't remember any dreams at all.

However, if you keep lying in bed, your eyes closed, for a few minutes and think hard about the things you were just dreaming, you will be surprised that you can remember a lot with a little practice. If you are already good ⑩remember your dreams, try to remember every part of them. What sounds, smells, and feelings did you have?

(注) clearly はっきりと stage 段階 light state of unconsciousness 浅い無意識の状態 movement 動き brain 脳 heart rate 心拍数  
coma こんすい状態 muscle 筋肉 rapid eye movement 眼球の速い動き  
cycle 周期・サイクル interpret 解釈する awareness 自覚  
surroundings 状況 lucid 明快な contro1 制御・支配  
awake 目が覚めて limitation 制限 restriction 制約

問1. 下線部①⑦がそれぞれ次の意味になるように [ ] 内の語句を並べ替えた場合, [ ] 内で3番目と6番目に来る語句の記号を答えなさい。

①「自分の夢を覚えていないことが多いので、自分は全く夢を見ないと思う人もいる。」

( ) ( )

⑦「もし私たちが自分が見るであろう夢について十分気をつけていれば」

( ) ( )

問2. 下線部②を最も適切な形に変えなさい。

問3. 最も強く読む部分の発音について、下線部③の語と同じものを1つ選び、記号で答えなさい。

③ sim-i-lar : ア.sci-en-tist イ.re-mem-ber ウ.con-tin-ue  
工.sud-den-ly

問4. 下線部④の語の最も強く発音する部分と同じ場所にあるものを1つ選び、記号で答えなさい。

④ ac-tiv-ity : ア.ex-pe-ri-ence イ.un-der-stand-ing ウ.in-ter-est-ing  
工.in-for-ma-tion

問5. 空所⑤に入れるのに最も適切なものを1つ選び、記号で答えなさい。

- ア. when your eyes are moving very quickly
- イ. when your brain works very slowly
- ウ. just after you start sleeping
- 工. just before you wake up

問6. 本文の第3段落に次の文を補う場合, 最も適切な場所を〈ア〉～〈エ〉から1つ選び, 記号で答えなさい。

記

Scientists still don't know what dreams really are or what makes dreams.

問7. 下線部⑥が具体的に指しているものを1つ選び, 記号で答えなさい。

ア.stages      イ.dreams      ウ.dreamers      エ.surroundings

問8. 空所⑧に入れるのに最も適切なものを1つ選び, 記号で答えなさい。

ア.periods      イ.hours      ウ.days      エ.years

問9. 下線部⑨の具体的な内容を表している1文の最初と最後の2語をそれぞれ答えなさい。

\_\_\_\_\_

問10. 下線部⑩を最も適切な形に変え, さらに必要な1語を補って2語で答えなさい。

\_\_\_\_\_

問11. 次のア～エは, 夢の5つの段階に関する文である。それぞれどの段階を表しているか, 数字で答えなさい。

数

ア. In this stage, the body is in a deep state of unconsciousness just like a coma.

イ. In this stage, the brain activity becomes very slow and your heart rate also drops very much.

ウ. In this stage, the brain suddenly begins to work and your heart rate also becomes faster.

エ. In this stage, a person is in a very light state of unconsciousness.

問12. 本文の内容に合うものを3つ選び, 記号で答えなさい。

ア. If we can't remember our dreams, it means that we didn't dream at all.

イ. It is easy to wake up in stage two by a sound or movement.

ウ. Our brain is working hard when rapid eye movement is seen.

エ. We can say that our dreams begin in stage four.

オ. Stage five always lasts more than an hour.

カ. All the scientists have the same idea about what makes dreams.

キ. Scientists say that everybody can see lucid dreams if he or she has a lot of practice.

ク. We can remember a lot about our dreams with a little practice.

成城学園 2

次の文章を読んで、以下の問に答えなさい。

Uncle Brown was a ( ① ) in Milford, a very small town. He was over seventy. He worked from morning to night. He gave water to each plant carefully. He watched the plants which were not strong. He showed the plants the same love he showed to his wife and children.

This year uncle Brown had some wonderfu1 pumpkins. They were \*fat and yellow.

②They were fatter and yellower than an other pumpkin. There were ③40 of them. He knew each one perfectly. He ④was ( ) ( ) them. He was going to pick them the next day and take them to market to sell them. It was a \*pity to sell them. They were so beautifu1.

But the next day when Uncle Brown returned to his ⑤garden, the pumpkins ⑥disappeared. All of them disappeared. There was not one \*left. Someone came during the night and \*stole every pumpkin. Uncle Brown felt sick and \*weak. He could not believe his ( ⑦ ). He walked home slowly, sadly.

Then Uncle Brown began to think. ⑧He knew that the person who stole the pumpkins would not to sell them in Milford. It would be too difficult. Uncle Brown

knew all the pumpkins. Other farmers, his friends, would know them. The thief would take them to Baytown. Baytown was a big city. ⑨It would be easier to sell them in the market there.

Uncle Brown decided to go to Baytown.

Four hours later, Uncle Brown stopped before a vegetable stand in Baytown.

A ⑩policeman was with him.

"Those are my pumpkins. Arrest him." He pointed to the man who had the stand.

"Arrest me?" said the vegetable man with surprise.

"Why? These are my pumpkins. I bought them early this morning."

"[ ⑪ ]"asked the policeman.

"I bought them from a man ⑫name Henderson. He is from Milford."

"Henderson?" cried Uncle Brown. "Henderson is the thief. His garden is poor. When he has no vegetables to sell, he steals from other people."

"All right,"said the policeman. "Let's think that he stole the pumpkins. [ ⑬ ]"

"I know each one of these pumpkins as well as you know your children," said Uncle Brown.

At that moment a man came along. He saw the group of people. He wanted to see what was going on.

"Oh, it's you, Henderson,"said the vegetable man. "I am glad that you came back. ⑭This man says that you stole his pumpkins — the pumpkins that you sold to me this morning."

Mr.Henderson turned as ( ⑮ ) as the pumpkins. He tried to leave at once. But the policeman caught him.

"OK. But you must have some ⑯proof," said Mr. Henderson.

"I have proof,"said Uncle Brown, "I can give you proof here. These pumpkins grew in my garden."

Carefully he began to open his bag ⑰which he brought with him. Everyone around him was very ⑱interest.

"This is my proof,"said Uncle Brown. "These ⑲stems are a part of the pumpkins which the thief stole. He didn't take the stems away from my garden. He was in a hurry. Look. This stem belongs to this pumpkin. This one is for this fat pumpkin here. Do you see? This one goes..."

Uncle Brown continued to put each stem on the right pumpkin. He knew the pumpkins perfectly. The people in the group were surprised.

"That's right! The old man is right!"

The policeman arrested Mr. Henderson. He had to pay thirty dollars to Uncle Brown. He was very happy. On his way home he said to himself, "( ⑳ ) beautiful those pumpkins looked in the

market! It is a pity to leave them there. Such wonderful pumpkins···."

(注) fat まるまるとした pity 残念なこと left 残された stole : steal(盗む)

の過去形 weak 弱った thief 泥棒 stand 売り場 arrest 逮捕する point  
to ~ ~を指さす moment 瞬間 go on 起こる at once すぐに belong to~ ~  
のものである pay 払う

問1. 空所①に入れる最も適切なものを1つ選び、記号で答えなさい。

ア.scientist イ.farmer ウ.shoe maker 工.teacher

問2. 下線部②を次のように書き換える時、空欄に入れるべき最も適切な1語をそれぞれ答えなさい。

They were the ( ) and the ( ) ( ) all the pumpkins.

問3. 下線部③の数字を英語に直しなさい。

問4. 下線部④が「~を誇りに思った」という意味になるよう、空欄に入れるべき最も適切な1語をそれぞれ答えなさい。

問5. 下線部⑤の語の最も強く読む部分の発音を含むものを1つ選び、記号で答えなさい。

⑤ gar-den : ア.bird イ.learn ウ.heart 工.hurt

問6. 下線部⑥とほぼ同じ意味のものを1つ選び、記号で答えなさい。

ア.were left イ.were given ウ.were eaten 工.were gone

問7. 空所⑦に入れるのに最も適切なものを1つ選び、記号で答えなさい。

ア.ears イ.eyes ウ.minds 工.mouths

問8. 下線部⑧の理由として最も適切なものを1つ選び、記号で答えなさい。

ア. Milford was a small town, so the thief would not be able to get much money by selling those pumpkins.

イ. People in Milford grew a lot of pumpkins but never ate them.

ウ. People in Milford were so poor that they could not buy pumpkins.

工. In Milford there were many people who knew those pumpkins were Uncle Brown's.

問9. 下線部⑨が指す最も適切なものを1つ選び、記号で答えなさい。

ア. to sell those pumpkins in the market in Milford

- イ. to sell those pumpkins in the market in Baytown
- ウ. to take those pumpkins to the market in Milford
- エ. to take those pumpkins to the market in Baytown

問 10. 下線部⑩の語の最も強く読む部分の発音を含むものを1つ選び、記号で答えなさい。

- ⑩ po-lice·man : ア.rock イ.plant ウ.field エ.bridge

問 11. 空⑪に入れる最も適切なものを1つ選び、記号で答えなさい。

- ア. What did you buy this morning?
- イ. When did you buy these pumpkins?
- ウ. Where did you buy these pumpkins?
- エ. Who did you buy these pumpkins from?

問 12. 下線部⑫を最も適切な形に変えなさい。

\_\_\_\_\_

問 13. 空所⑬に入れる最も適切なものを1つ選び、記号で答えなさい。

- ア. How do you know that these pumpkins are yours?
- イ. When did you find that your pumpkins disappeared?
- ウ. Do you know why he stole your pumpkins?
- エ. Who stole your pumpkins from your garden?

問 14. 下線部⑭が指す最も適切なものを1つ選び、記号で答えなさい。

- ア. Uncle Brown イ.the vegetable man ウ.the policeman エ.  
Mr.Henderson

問 15. 空所⑮に入れる最も適切なものを1つ選び、記号で答えなさい。

- ア.fat イ.yellow ウ.popular エ.round

問 16. 下線部⑯の意味を漢字2字で答えなさい。

( ) ( )

問 17. 下線部⑰と同じ用法の which を含む文を1つ選び、記号で答えなさい。

- ア. The dog which was brought by (x)m was very small.
- イ. That house which has a blue roof is John's.
- ウ. The book which he wrote became popular.
- エ. I do not know which CD Ken bought yesterday.

問 18. 下線部⑱を最も適切な形に変えなさい。

\_\_\_\_\_

問 19. 下線部⑲の意味として最も適切なものを1つ選び、記号で答えなさい。

- ア. 枝 イ. 根 ウ. 茎 (くき) エ. 種

問 20. 空所②に入れる最も適切なものを1つ選び、記号で答えなさい。

ア. How    イ. What    ウ. That    エ. Which

問 21. 本文の内容に合うものを2つ選び、記号で答えなさい。

- ア. Uncle Brown was too old to work from morning to night.
- イ. This year uncle Brown had no pumpkins to sell because of the bad weather.
- ウ. Uncle Brown's pumpkins were taken away during the night.
- エ. Uncle Brown looked for his pumpkins in the market in Milford.
- オ. The policeman who was with uncle Brown arrested the man who had the vegetable stand.
- カ. Henderson sold uncle Brown's pumpkins to a man in the market in Baytown.
- キ. Henderson tried to run away but uncle Brown caught him.
- ク. Uncle Brown brought back all the pumpkins from Baytown to Milford.

群馬県

次の英文を読んで、後の(1)～(5)の問いに答えなさい。

Mr. Smith is an American friend of Akiko's father. Akiko and her father are talking with Mr. Smith in their house. Mr. Smith looks at a \*picture on the wall.

Mr. Smith : Oh, that's a very nice picture! Did you \*paint it, Akiko?

Akiko : Yes, that's the first picture I painted in \*kindergarten.

Mr. Smith : ① The picture is very interesting to me.

Akiko : Really? What is interesting to you, Mr. Smith?

Mr. Smith : I'm interested in the red sun in your picture. In America, many children use yellow to paint the sun.

Akiko : Yellow? That's the color of the \*moon in Japan.

Mr. Smith : The moon is painted white in many American \*picture books.

Akiko : That's very interesting.

Father : I've read a book about \*cultural difference before. American children usually use six colors to paint the \*rainbow, right?

Mr. Smith : Well, I remember my children painted the rainbow in six colors in kindergarten.

Akiko : Is that so?

Mr. Smith : People in different countries often use different numbers of colors for the rainbow. I've heard there are people who use only two colors for it.

Akiko : Wow, that's \*amazing!

Father : I've never heard that.

Akiko : ② I want to [different about and thinkgs learn between Japan] other countries.

Mr. Smith : That's a good idea. ③ いくつかのおもしろい例を示しましょうか？

Akiko : Yes, please!

(注) picture 絵 paint～ ～を絵の具で描く kindergarten 幼稚園 moon 月  
picture book 絵本 cultural difference 文化的な違い rainbow 虹  
amazing 驚くべき

(1) Smith さんが下線部①のように感じた理由を、日本語で書きなさい。

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(2) 下線部②が意味の通る文となるように、〔        〕内の単語を並べかえて書きなさい。

---

(3) 下線部③の日本語を英語で書きなさい。

---

(4) 本文の内容と合っているものを、次のア～エから1つ選びなさい。

ア. There is a picture painted by Akiko's father on the wall.

イ. American children and Japanese children usually use different colors to paint the sun.

ウ. Akiko's father already knew that there are people using only two colors for the rainbow.

エ. Children in every country use seven colors to paint the rainbow.

(5) 次の英文は、Akiko が翌日の英語の時間に行ったスピーチの一部です。本文を参考にして、(ア)～(エ) に当てはまる単語をそれぞれ書きなさい。

Hello, everyone. Yesterday I met an American friend of my father. His name is Mr. Smith. He looked at the picture I painted in kindergarten, and then we talked about colors. (ア) children paint yellow for the sun, and the moon is painted white. They use (イ) colors for the rainbow. Did you know that? He also (ウ) me about the people who use only two colors for the rainbow. I was very surprised to hear that. I think (エ) is interesting for me to know cultural differences in foreign countries.

ア(        ) イ(        ) ウ(        ) エ(        )

群馬県2

次の英文は、Mitsuo のスピーチです。これを読んで、後の (1) ~ (4) の問いに答えなさい。 (28 点)

One day, our school had a \*cleanup activity. Our class cleaned the \*road from the station to the school. I didn't think we needed to clean the road because I didn't see much \*garbage when I came to school by bike. But when I started working, I found that I was wrong. I could not believe that there was so much garbage \*along the road. When we finished cleaning the road, all of the garbage bags were \*full.

When I came back home, I told my mother about the cleanup activity. I said, "I was very surprised to find there was so much garbage along the road. I don't know why I didn't see the garbage before." My mother said  If you try to look at things \*carefully, you will \*notice many different things." I agreed with my mother and tried to be more interested in garbage in our city. Then I noticed that there were some people who tried to clean our city, but there was still a lot of garbage in the park and along some roads. I was surprised again.

After that, I became more interested in things around me. So I began to read a \*newspaper and the \*city magazine more often than before. One day, I read an \*article about a volunteer group which was doing good activities. I was very interested in the activities. I called the \*office of the group and visited there on Saturday. At the office, Mr. Tanaka, one of the \*members of the group, said to me, "Mitsuo, thank you for calling.  Why are you interested in our group?" I answered, "I read the article about your group in the city magazine. I hope there is something I can do with you." Mr. Tanaka said, "That's wonderful. We are now \*collecting pencils and notebooks, and sending them to some foreign countries. There are a lot of children who need them. We feel very happy when we get letters from the children." Before I joined this group, I never thought that pencils and notebooks were needed so much. Now I sometimes go to the office and help to \*pack the pencils and notebooks on Sunday.

From these \*experiences, I've learned some important things. Now I think we can notice something new when we become more interested in things around us. Let's try to do something. If everyone tries to do so, we can make the world better.

(注)cleanup activity 清掃活動 road 道 garbage ごみ along～ `沿いに  
full いっぱいの carefully 注意深く notice～ ～に気づく newspaper 新聞  
city magazine 市の情報誌 article 記事 office 事務所 member メンバー  
collect 集める pack～ ～を箱詰めする experience 経験

(1)本文中の 

A
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B
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 に当てはまる英文として最も適切なものを、次のア～オから、それぞれ選びなさい。

- ア. There wasn't any garbage on the road.
- イ. You didn't have much time to find it.
- ウ. I think you weren't interested in it.
- エ. You are going to do something difficult.
- オ. I'm very glad to meet you.

(2) 次の①, ②の問いに, 3語以上の英語で答えなさい。

① Did Mitsuo know about the volunteer group from a newspaper?

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② Why are the members of the volunteer group collecting pencils and notebooks?

---

(3) 次の①, ②の問いに, 日本語で答えなさい。

① Mitsuo は, 清掃活動を始める前, なぜ道路清掃などやる必要がないと思っていたのか, 書き  
なさい。

---

② Mitsuo は, 本文中の下線部のことを実現するにはどうすればよいと考えているか, 書き  
なさい。

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(4)次の英文は, Mitsuo のスピーチの要約です。本文の内容に合うように, 次の  内のア~オの英文を並べかえて, 記号で書きなさい。

Mitsuo cleaned the road for his school activity. He found a lot of garbage which he didn't notice before.

- ア. He went to the office of the group he wanted to do something with them.
- イ. He became more interested in things around him after talking with his mother about it.
- ウ. Now he sometimes helps to pack pencils and notebooks on Sunday.
- エ. He told his mother about the cleanup activity when he came back home.
- オ. One day, he found an interesting article about a volunteer group.

He learned what to do to make the world better from his experiences.

( ) ( ) ( ) ( ) ( )

埼玉県

次は、Kaoru とALT のMs.Miller が International Day (地域の住民と外国人が交流する行事)について行った【学校での会話】と【City Hall(市役所)での会話】です。これらを読んで、問1～問5に答えなさい。

(10点)

【学校での会話】

Kaoru : Will you be free on the second Sunday next month?

Ms.Miller : Yes. I don't have any plans for that day yet, but why do you ask?

Kaoru : Well, there will be a big event at City Hall on that day. It's called the International Day.

Ms.Miller : Oh, I've heard of it. One of my friends joined it last year and she played the guitar. Do they have it every year?

Kaoru : Yes. People from different countries get together to share their home cultures every year on the International Day. You can enjoy many things there. Music, dancing, games, food...

Ms.Miller : Sounds exciting. 

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 did it start?

Kaoru : It started five years ago. So this is the sixth International Day for the city.

Ms.Miller : Have you been there before?

Kaoru : Yes. I went there last year. And this year I'll work as a staff member of our city's booth. I've never done that before.

Ms.Miller : What are you going to do?

Kaoru : We will do many things at our booth. There, I'm (going people show to ) how to write letters with a writing brush.

Ms.Miller : Do you mean Japanese calligraphy?

Kaoru : Yes.

Ms.Miller : I know you're very good at it. It will be very interesting for people from other countries to see and try Japanese calligraphy.

Kaoru : I hope so. Ms.Miller, would you like to come?

Ms.Miller : Of course. I'll be there.

(注)event 行事 get together 集まる

share their home cultures 母国の文化を分かち合う staff スタッフ

booth 展示ブース, 仕切った部屋 write letters with a writing brush 筆で文字を 書

< Japanese calligraphy 日本の書道

問1. 空欄  にあてはまる最も適切な1語を, 英語で書きなさい。

問2. ( )内の語を正しい順序に並べかえて書きなさい。

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【City Hall(市役所)での会話】

Kaoru : Hi, Ms. Miller. Are you enjoying the International Day?

Ms. Miller : Yes. It's great. I didn't know so many people from other countries live in  
and around this city. I was surprised.

Kaoru : What did you do?

Ms. Miller : Well, I visited the booths of Australia, China and Korea. I enjoyed  
talking with people from those countries. I also tried some food. Korean food was  
very delicious. How about your booth?

Kaoru : Yes, we've had more than twenty people. First they watch carefully  
how I write with a writing brush, and then I help them when they try. Some of  
them say it's difficult, but it's interesting too. They also enjoy our food,  
yakitori and udon.

Ms. Miller : Did you visit other booths, and talk with people there?

Kaoru : Yes. Well, at first I was a little shy. Because it's the International Day, I  
thought I had to speak in perfect English. But later I understood that it  
is important to try to talk with people from other countries. We don't have  
to use perfect English.

Ms. Miller : Good for you. Was there anything interesting?

Kaoru : Yes. I taught a little girl from America how to write Japanese, and she  
enjoyed it very much. Then her father took me to the American booth, and he and  
his friends taught me how to dance.

Ms. Miller : Did you enjoy it?

Kaoru : Yes. They lent me a cowboy hat and took pictures of me. Look at this.

Ms.Miller : You look great!

Kaoru : It is a lot of fun to meet and talk with people from different countries.

Ms.Miller : You're right, Kaoru. That's the point of the International Day.

(注)Korean 韓国の, 朝鮮の delicious おいしい shy 内気な, はにかんだ perfect  
完全な cowboy hat カウボーイの帽子

問3. 空欄 

B
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 にあてはまる最も適切な1文を, ア~エの中から1つ選び, その記号を書きなさい。

ア.Have many people come to try Japanese calligraphy?

イ.Do you want to try Korean food too?

ウ.what language do you use here, English, Japanese, or others?

エ.Do you sell some good food here?

問4. 今年 International Day に参加して, Kaoru はどのようなことを大切だと思うようになりましたか。日本語で書きなさい。

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問5. 【学校での会話】または【City Hall(市役所)での会話】の内容と合うものを, ア~エの中から1つ選び, その記号を書きなさい。

ア.Ms.Miller didn't know anything about the International Day before Kaoru told her about it.

イ.This is Kaoru's first time as a staff member of the city's booth on the International Day.

ウ.Ms.Miller was surprised when she found that so many Japanese people talked in English.

エ.Kaoru taught a girl from America Japanese calligraphy, but the girl didn't enjoy it.

## 埼玉県 2

work experience(職場体験)に関する次の英文を読んで、問1～問4に答えなさい。(10点)

Yuko is a junior high school student. Last summer all the students in her class had work experience for five days. They worked at libraries, stations, schools, and so on. Yuko worked at Aoba Nursery School. She took care of three-year-old children. Before working she thought that the work at a nursery school was just to play with small children and very easy. But after she began to work, she found that she was wrong.

On the first day, Yuko tried to communicate with the children in the class. She saw a boy reading a picture book. She went to him and said, "Let's read the book together." He looked up at her, but didn't say anything. Soon he looked down and started to read the book again. Then she asked, "what are you reading? Is the book interesting?" He looked up at her again. This time she smiled to him. Suddenly he ran away from her. She was very shocked. "What did I do? Did I do something bad to him?"

It was time for lunch. The children in the class sat down and began to eat lunch. When they finished eating lunch, Yuko was very shocked to see the room. There was food and milk everywhere. The children did it because they couldn't eat and drink very well. She had to clean the room. She was very tired.

On the next day, when Yuko was playing with the children in the room, a boy tried to get a book from a girl's hand. The girl pushed the boy and said, "No. Stop it!" The boy began to cry. Yuko ran to the girl and said, "Don't do that! It is very dangerous." Then the girl also began to cry. Yuko didn't know what to do.

When Yuko was in trouble, the teachers at the nursery school always helped her. A teacher said, "Because small children can't communicate well with others like us, teachers have to watch them carefully and try to understand what they are thinking and what they want to do." She also said, "The work at a nursery school is very difficult, but I love this work because the children give me a lot of energy.

On the last day, when Yuko was cleaning the room, a boy came to her and said, "Please read this book to me, Yuko-sensei." She was very happy because he was the boy who ran away from

her on the first day. She said to him, "Of course! Let's read together."

When Yuko finished the five days, she felt that working at Aoba Nursery School was really a good experience for her. The work was very difficult, but the teachers and the children there taught her a lot of things, and they gave her a lot of energy too.

Now she is studying very hard to become a nursery school teacher in the future.

(注)～and so on ～など Nursery School 保育園 communicate 気持ちを伝え合う shocked ショックを受けて everywhere いたるところに pushed ～ ～を押した dangerous 危険な in trouble 困って energy 力, エネルギー experience 経験

問1. 本文の内容と合うように、次の(1)と(2)の英文に続けるのに最も適切なものを、ア～エの中から1つ選び、その記号を書きなさい。

(1)On the first day at Aoba Nursery School,

ア.Yuko and a boy read a picture book together.

イ.Yuko and a boy cleaned the room together.

ウ.Yuko tried to clean the room, but she couldn't.

エ.Yuko tried to read a picture book with a boy, but she couldn't.

(2)After lunch Yuko was very shocked because

ア.she found the children crying in the room.

イ.she had to play with the children.

ウ.she had to read a lot of picture books.

エ.she found food and milk everywhere in the room.

問2. 本文の内容に関する次の質問に、英語で答えなさい。

What did the teachers at the nursery school always do when Yuko was in trouble?

---

問3. 保育園での最終日、Yukoにとってとてもうれしかったできごとは何ですか。具体的に日本語で書きなさい。

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問4. 次の英文は、本文の内容をまとめたものです。次の(1)～(4)にあてはまる英語を、1語ずつ書きなさい。

Before working at the nursery school, Yuko thought that (1 ) with the children was the only work there. But after she began to work at Aoba Nursery School, she found that the work there was very (2 ) because the teachers had to do a lot of things to take care of the children.

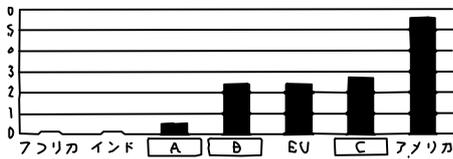
She (3 ) a lot of things from the work experience there and now her (4 ) is to become a nursery school teacher.

山形県

次は、一人あたりの炭素 (carbon) 排出量を、世界の国や地域別に比較したグラフ (graph) と、そのグ

ラフが掲載された本を見た由紀 (Yuki)さんとナンシー (Nancy)

さんの対話です。このグラフと対話について、あとの問いに答えな  
さい。(12点)



一人あたりの炭素排出量

(注) 炭素排出量とは、化石燃料の燃焼に伴い発生する炭素の量のことである。アル・ゴア『不都合な真実』に掲載されたグラフによる

Nancy: Yuki, have you read this book? This is an interesting book, but I feel sad to see this graph as an American. It shows that one American person \*emitted more than five \*tons of carbon.

yuki: I understand how you feel. We Japanese emitted a lot of carbon, too. I am surprised to find that one Japanese person emitted more than two tons. This graph shows us that a person living in EU countries emitted carbon as much as a Japanese person.

Nancy: A person in \*Russia emitted more carbon than a Japanese person, but a person in China emitted \*less than a Japanese person.

Yuki: But this book also shows that, as a country, China emitted more carbon than Japan or Russia because its \*population is very large,

Nancy: Yes, and the writer of this book says that the carbon we emit \*damages the earth. And he also says that to know about the things happening to our earth now is ①the first thing we have to do to \*solve the problems.

Yuki: OK, then, why don't we go to the library to find more books like this, Nancy?

(注)emitted: emit ~ ~を放出する ton(s)トン(質量の単位) Russia ロシア

less than ~ ~より少ない量 population 人口 damage~ ~に悪影響を与

える solve~ ~を解決する

1. グラフの 

A
A

 ~ 

C
C

 には、日本、ロシア、中国のいずれかがあてはまります。対話の内容に即して、  
のそれぞれにあてはまる国名を、日本語で 書きなさい。

A(        ) B(        ) C(        )

2. 下線部①the first thing we have to do to solve the problems とは、どのようなことですか。対話の内容に即して、日本語で書きなさい。

---

3. 対話の内容に合わないものを、次のア～エから一つ選び、記号で答えなさい。

ア.Nancy is sad because American people emitted a lot of carbon.

イ.Yuki knows that a person in Japan emitted carbon as much as a person in EU countries.

ウ.Nancy is interested in the problems which are happening to the earth.

エ.Yuki is going to buy books for finding ideas to solve the problems happening to the earth.

ある秋の週末、中学生の孝治(Koji)さんの家には、近所の高等学校に短期留学しているオーストラリア人のピーター(Peter)さんが滞在していました。農業を営んでいる孝治さんの家族は、ピーターさんとともに夕飯の食卓を囲みました。次の英文は、その場面を描いたものです。これを読んで、あとの問いに答えなさい。(30点)

"Kome Kudasai," Peter said to Koji's mother. Koji's mother smiled and gave him another \*bowl of rice. Peter said to Koji's mother, "Thank you, Okasan. I like your kome very much." Then Koji said to Peter, "No, Peter. We call it gohan." "Gohan? Is it different from kome?" Peter asked. "Yes, it is. ① We have some different names to call rice in Japanese. For example, rice in the \*field is called ine. You buy kome at the rice shop. When it is cooked, it's gohan," Koji said.

"I see, but why do you have different names for rice?" asked Peter. "Well, Peter...", Koji's father began to talk. 

A
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 Japanese people have \*grown and eaten rice for more than 2000 years." "Do you eat rice in Australia?" Koji asked Peter. "Yes, we do. But my family doesn't eat as much as yours," Peter answered. Then Koji asked again, "What did you think about our \*way of eating rice?" "② At first I was a little surprised. You usually put only rice in a bowl. My family usually puts it on a \*plate with \*meat or fish. Like \*vegetables," answered Peter. "Like vegetables? You eat rice in a different way," said Koji.

Koji's father smiled and said, "You have a different \*culture of eating rice, Peter. That's very interesting. Rice is \*special in our country because it has been our \*staple food for many years. Farmers work hard every year to grow good rice and they \*are proud of their rice."

"Are you proud of your rice, too?" Peter asked Koji's father. "That's a good question. I needed a long time to become proud. When I was young, I worked at a big \*company in Tokyo, but my father, Koji's grandfather, suddenly died, and I came back home. I \*decided to be a good farmer like my father, but it was hard for me. I wanted to ask him many questions about rice, about water, about \*soil, about many things. ③ But it was too late. I worked hard and tried many things, and farmers who lived near us helped me a lot, but my rice wasn't as good as my father's. I didn't know what to do. Then one day, I found my father's old notebooks. I read them again and again and I learned his \*secrets for growing rice. Those notebooks really helped me, and I became a good farmer like my father. I thanked my father very much. I'm happy to know that you like my rice, Peter."

Later in Koji's room, the boys were still talking on their futons. "Your father's story was very interesting. You have different names for rice because it's so special for you, right?" Peter said. "Well, yes," said Koji. And then he said, "I'll help my father in the field tomorrow. Would you like

to come with me?" "Of course. I was thinking about ④the same thing. Sleep well," Peter said with a smile and \*turned off the light.

(注)bowl 茶わん field 田んぼ grown:grow` を栽培する way 方法

plate 皿 meat 肉 vegetable(s)野菜 culture 文化 special 特別な

staple food 主食 be proud of~ ~に誇り・をもっている company 会社 decided

~ ~を決めた soil 土 secret(s)秘けつ

turned off the light 明かりを消した

1. 次の表は、下線部①の内容について、孝治さんがピーターさんに説明したことをまとめたものです。 A  
 ~ C に入る適切な日本語を、本文に即して書きなさい。

場合分け	田んぼで栽培されているものを表す場合	( b ) ものを表す場合	( c ) ものを表す場合	a(        )
日本語	( a )	米	ごはん	b(        )
英語	Rice			c(        )

2. 本文の A に最も適する英文を、次のア~エから一つ選び、記号で答えなさい。

- ア. I am glad to know that you like my family very much.
- イ. I am glad to know that you are interested in rice.
- ウ. I am sorry to know that you don't have rice in Australia.
- エ. I am sorry to know that you have different names for rice.

3. ピーターさんが下線部②のように言った理由を、本文に即して、日本語で簡潔に書きなさい。

4. 下線部③の、孝治さんのお父さんの気持ちに最も近いものを、次のア~エから一つ選び、 記号  
 で答えなさい。

- ア. 「今年はもっと早く田植えをしておけばよかったなあ。」と思う気持ち。
- イ. 「なぜ東京での仕事をやめなければならなかったのかなあ。」と思う気持ち。
- ウ. 「今晚は夕飯の時間がずいぶん遅いなあ。」と思う気持ち。
- エ. 「父親からもっと農業について聞いておけばよかったなあ。」と思う気持ち。

5. 下線部④the same thing は、具体的にはどのようなことですか。本文に即して日本語で 書き  
 なさい。

6. 本文に即して、次の問いに英語で答えなさい。

(1) Does Peter's family eat more rice than Koji's?

---

(2) What helped Koji's father when he wanted to become a good farmer like his father?

---

7. 孝治さんは、この週末に体験したことや考えたことなどについて、英語の授業中にスピーチをしました。次の英文は、そのときのスピーチの原稿です。本文の内容に合うように、英文の  ～  に最も適するものを、あとのア～エからそれぞれ一つずつ選び、記号で答えなさい。

Last weekend, my friend Peter stayed with our family. We talked about many things, and I learned a lot. For me, it was a good chance to think about . My father is now a great farmer who grows delicious rice.  I helped my father in the field. After that, I became more proud of my father and  becoming a great farmer like him.

- ア.rice and my family's work  
イ.dinner with Peter's family  
ウ.growing rice in Australia  
エ.working at a big company

- ア.And he says that his rice is a kind of vegetable.  
イ.And he is going to go to Australia to see rice farmers there.  
ウ.But his father also liked to work at a big company in Tokyo.  
エ.But he needed to work and learn very hard when he was young.

- ア.worried about  
イ.forgot about  
ウ.began to think about  
エ.stopped talking about

千葉県

次の(1)～(3)の文章を読んで、それぞれの問いに答えなさい。

(18

点)

(1) I am a junior high school student. Last year the volleyball World Cup was held in my city, and a lot of volunteers were ( A ) for the event. My sister worked to help many foreigners as an

English speaking guide at the station.

One day, I went to the station to see my sister, but I found she was busy. Then, a foreigner came to me and said, “( B ) bus stops at the arena?” I answered in English, “Take take the NO.6 bus, please.” I could answer without my sister’s ( C ) ! It was a good experience. I’ve studied English harder since that day.

(注) Volleyball World Cup バレーボールワールドカップ大会

be held 開催される event 催し foreigner 外国人

English speaking guide 英語が話せるガイド busy 忙しい

arena アリーナ・競技場 experience 経験

1 本文中の (A) ~ (C) の中に入る最も適当なものを次のア~エのうちからそれぞれ一つずつ選び、その符号を書きなさい。

- |   |          |          |           |           |
|---|----------|----------|-----------|-----------|
| A | ア.fallen | イ.helped | ウ.needed  | エ.told    |
| B | ア.Why    | イ.When   | ウ.Where   | エ.Which   |
| C | ア.fun    | イ.help   | ウ.problem | エ.student |

(2) One day, one of the students in my new class spoke to me for the first time. “I read your poem in English class yesterday, Kevin. I like it very much.” “Thanks...,” I said. “I’ve always felt the same as you, but I didn’t know how to express my feeling. I wanted to say that you expressed it perfectly in your poem,” she said. I was glad to hear that and asked, “Do you want to read other poems I wrote, Ellen?” Since that day, we have talked about poems a lot. And now we are good friends.

(注) poem 詩 the same as ~と同じように express を表現する

my feeling 私の感じたこと perfectly 完璧に

① 本文の内容に関する次の質問に、英語で答えなさい。

How did Kevin feel when he heard Ellen’s words?

② この文章は、何について書かれていますか。次のア~エのうちから最も適当なものを一つ選び、その符号を書きなさい。

- ア. ケビン (Kevin) が初めて詩を書きたいきさつ
- イ. エレン (Ellen) が完璧な詩を完成したいきさつ
- ウ. ケビンとエレンが詩をとおして仲良くなったいきさつ

エ. ケピンとエレンが詩をとおして仲直りしたいきさつ

(3) Karen is from America and teaches English in Japan. She likes traditional Japanese things. Now she is interested in furoshiki, Japanese wrapping cloths. They have a lot of colors and patterns. There are also many sizes of Japanese wrapping cloths. They can be folded small, so Karen always has a Japanese wrapping cloth with her. When she goes shopping, she uses it as a bag. So she doesn't use any plastic bags. At school, she often uses the wrapping cloth to carry her books to her classes. It is also used as a scarf, a wall hanging, and a table cloth. So Karen thinks it is like a "magic cloth."

(注) traditional 伝統的な furoshiki, a Japanese wrapping cloth ふろしき  
pattern 模様, 柄 size サイズ can be folded small 小さくたためる  
plastic bag ビニール (ビニル) 袋 scarf スカーフ wall hanging 壁掛け  
tablecloth テーブルクロス magic cloth 魔法の布

① 本文の内容に合っているものを、次のア～エのうちから一つ選び、その符号を書きなさい。

ア. Karen is an American teacher who teaches the Japanese language.

イ. Karen usually carries a lot of Japanese wrapping cloths in her bag.

ウ. Karen always uses plastic bags in stores.

エ. Karen uses a Japanese wrapping cloth at her school.

② 本文の内容に合うように、次の英文の ( ) の中に入る最も適切なものを下のア～エのうちから一つ選び、その符号を書きなさい。

Karen thinks a Japanese wrapping cloth is like a "magic cloth" because ( ).

ア. it is a traditional Japanese thing

イ. it is her favorite color

ウ. it is used in different ways

エ. it is made in Japan

## 島根県

次の英文は、中学生のまさるさんが学校新聞に載せた介助犬 (partner dogs) についての記事です。これを読んで、あとの問1～問6に答えなさい。なお、文中の①～③は、段落を示す番号です。

(\*印のついている単語・語句には本文のあとに (注) があります。)

① Partner dogs help the people who can't walk well or can't use their hands well because they had accidents or got sick. The people who use partner dogs are called "users." How do partner dogs help their users? Many partner dogs in Japan are\* Labrador Retrievers. The name of "Retriever" comes from "retrieve." To retrieve means finding something and bringing it back. They like to retrieve. That is important because bringing something to their users is one of their jobs. Partner dogs also understand about 50 words and do a lot of things for them. Partner dogs help their users when they open and close doors, and go shopping. Thanks to them, the life of their users becomes easier. They give their users the chance to try (1) something new; their users can go out and meet other people. We should understand that they are important for their users.

② Bruce, the first partner dog, came to Japan from the United States in 1992. It was difficult for him to live and work in small houses or streets in Japan. The dog couldn't do his job well. Then people thought, "We should \*train partner dogs in Japan." They began to train partner dogs. The first Japanese partner dogs began to work in 1995. In 2002, people with their partner dogs took buses or trains for the first time. The next year, people and their partner dogs began to go into supermarkets, restaurants, and hotels together. Now, there are about 40 partner dogs in Japan, but (2) that is not enough. More than 10,000 people need them.

③ I think we have something to do for partner dogs. Training many dogs is not easy because it takes a lot of time and needs a lot of money. I hope we will collect money to train them. And when we see them on the streets or in restaurants, (3) we should not talk, or give food to them. If we do so, they can't do their jobs well. We should watch them \*warmly.

注) Labrador Retriever ラブラドゥレ・レトリバー(犬の種類) train ～を訓練する  
warmly 温かく

問1. 次のア～オの中から、本文の内容と一致しているものを二つ選び、記号で答えなさい。

- ア. The job of partner dogs is only bringing something to their users.
- イ. Partner dogs can't understand any words, but they can do their jobs.
- ウ. The partner dog which came from the United States did not do a good job in Japan.
- エ. The people who train partner dogs are called "users."
- オ. People could not eat in restaurants with their partner dogs before 2003.

問2. ラブラドル・レトリバーにはどんな特性がありますか。本文の内容にしたがって日本語で答えなさい。

---

問3. 下線部(1)の内容は何か。本文の内容にしたがって具体的に日本語で答えなさい。

---

問4. 下線部(2)の表す内容として最も適当なものを次のア～エの中から一つ選び、記号で答えなさい。

- ア. 介助大が入ることができる場所が少ない。
- イ. 介助犬の訓練施設が足りない。
- ウ. 介助犬の数が足りない。
- エ. 介助犬を育てるお金が足りない。

問5. 下線部(3)の理由を、本文の内容にしたがって日本語で答えなさい。

---

問6. 本文の①～③の各段落の内容に最もふさわしい見出しを、それぞれア～カの中から一つずつ選び、記号で答えなさい。

- ア. What Can We Do for Partner Dogs?
- イ. Users open doors for Partner Dogs
- ウ. It Is Easy to Train Many Dogs
- エ. The Difference Between American and Japanese Culture
- オ. The History of Partner Dogs in Japan
- カ. How useful Partner Dogs Are!

## 島根県2

オーストラリアに住むエミリー(Emily)さんは、以前ホームステイに来ていたあきこ(Akiko)さんと電話で話をしました。次の会話はそのときのものです。これを読んで、あとの問1～問5に答えなさい。

(\*印のついている単語には本文のあとに(注)があります。)

Akiko : Hello?

Emily : Hello. This is Emily. May I speak to Akiko?

Akiko : This is Akiko. ( A )?

Emily : I had a cold last week, but I feel much better now. How about you?

Akiko : Fine, thank you.

Emily : I got your letter and pictures yesterday. Now I'm looking at them. You look very happy in the pictures.

Akiko : We had Sports Day on October 3. All the students and teachers enjoyed it. The pictures were taken on that day. Do you have Sports Day in your school?

Emily : Yes, but it's a little different. In one picture, you and a boy put your legs together with a \*rope and try to run. I have never tried (1)that. It looks interesting, but dangerous. You are almost falling down.

Akiko : Yes, it was not easy. I fell down.

Emily : Oh, ( B ). Were you OK?

Akiko : Yes.

Emily : Anyway, I have something ( C ) to tell you. I am going to Japan in April because I have some holidays.

Akiko : Really? That's great.

Emily : Can I stay at your house then?

Akiko : Sure.

Emily : I hear the cherry \*blossoms in your town are very beautiful.

Akiko : Yes. (2) ( ) ( ) I like to go to see them?

Emily : I'd love to. Oh, there is one more thing I want to do in Japan.

Akiko : What is it?

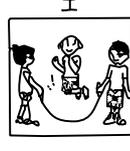
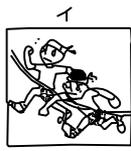
Emily : I want to learn origami. It is a traditional Japanese art.

Akiko : OK. I have learned it from my grandmother. She is a good teacher. She will show you how to make it. (3) Of course I will, too.

Emily : I can't wait until April. Take care. See you.

Akiko : Bye.

(注) rope つな, ひも, ロープ blossom (s) (特に果樹の) 花



問1. 文中の (A), (B), (C) に入れるのに最も適当なものを, それぞれア~エの中から一つずつ選び, 記号で答えなさい。

- (A) ア. What do you think                      イ. How are you doing  
      ウ. How are you doing                     エ. How do you like it
- (B) ア. that's perfect                            イ. hang up that phone  
      ウ. I disagree with you                    エ. that's too bad
- (C) ア. good                      イ. hard                      ウ. popular                      エ. careful

問2. 下線部(1)が表しているものを日本語で答えなさい。

\_\_\_\_\_

問3. 下線部 (2) の ( ) 内に最も適当な語を1語ずつ入れなさい。

\_\_\_\_\_

問4. 下線部 (3) であきこさんはどのようなことをエミリーさんに伝えたかったのですか。次の書き出しに続けて日本語で答えなさい。

私も ( ) ということ。

問5. 次のア~エの中から, 会話の内容と一致しているものを一つ選び, 記号で答えなさい。

- ア. エミリーさんがあきこさんに電話をしたとき, あきこさんはかぜをひいていた。  
イ. エミリーさんが見ている写真は, 10月3日に撮影されたものである。  
ウ. エミリーさんの学校には体育祭がない。  
エ. エミリーさんは, あきこさんの家に滞在している間にやりたいことが三つある。

東京都

次の各問に答えよ。 (\*印のついている単語・語句には、本文のあとに(注)がある。) (24点)

1. AmandaとSayuriとの対話で、 および  の中にそれぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、グラフは、Sayuriが作成したものであり、東京都における土地利用の割合を表している。

Amanda : What are you doing, Sayuri?

Sayuri : I'm doing my homework. I have to \*check how the land in Tokyo is used.

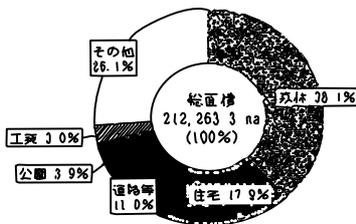
Can you guess how the land is used the most, Amanda?

Amanda : Well, I guess it is used the most for people's houses or for \*industry.

Is that right?

Sayuri : No, no. Look at this. The  \*area is \*forest.

Amanda : Wow, Tokyo has a lot of forest! I didn't know that. And the area of the land for parks is  than that for industry!



Sayuri : Yes. I was surprised, too. How about studying about the forests of Tokyo together after finishing this homework?

Amanda : OK. I'd like to do that.

東京都における土地利用の割合

(注) check 調べる industry 工業

area 面積 forest 森林

ア(A)largest (B)larger イ(A)largest (B)smaller

ウ(A)smallest (B)larger エ(A)smallest (B)smaller

2. Mamiが留学先の高校で、下の掲示物を見ながら友人のTomと話している。 および  の中にそれぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。

School Festival 2008  
November 2<sup>nd</sup> and 3<sup>rd</sup>  
You can join in as a class or a small group!  
Why don't you join us?  
School festival \*Executive Committee

Mami : Wow, this looks exciting! What activities do you have?

Tom : We'll, for example, \*play, movies, and singing. Do you want to join in, Mami?

Mami : Sure. But what can I do?

Tom : How about dancing?

Mami : . But I have never danced before.

Tom : Don't worry. Today is  25<sup>th</sup>. We have about forty days until the festival. If we practice hard, we'll \*be able to do well.

Mami : I'll do my best.

(注) play 劇      be able to ~ ~することができる      executive committee 実行委員会

ア. (A) I don't think so      (B) September

イ. (A) I'll try      (B) September

ウ. (A) Not bad      (B) December

エ. (A) I'm sorry      (B) December

## 東京都2

次の文章は、英語の授業で Naoko が行ったスピーチの内容です。

I want to study about flowers. They are small, but they are important to people. For example, we often give flowers as presents. We often bring flowers when people are in the hospital.

Through flowers we can show people our love.

When I was a little child, my father and mother often took me to the mountains. My father usually didn't talk much, but in the mountains, he was different. When he was walking with me, he taught me many things about flowers. His stories about them were very interesting, and I asked him many questions about them. We enjoyed talking. My mother looked very happy then.

My father sometimes \*picked small flowers which grew in our garden and made \*pressed flowers. Later, he gave them to me. One day my mother \*whispered to me, "When your father was young, he often gave me pressed flowers. He didn't talk much, but I understood his feelings through the flowers. I felt very happy." Flowers have been very special for me since I was a little child.

(注)pick 摘(つ)む    pressed flower 押し花    whisper ささやく

(1)Naoko がこのスピーチの中で最も伝えたいことは、次のうちではどれか。

ア.Naoko's father talked much when he was in the mountains.

イ.Naoko likes flowers, so she often gives them to people she loves.

ウ.Naoko's family often go to the mountains to study about flowers.

エ.Flowers have been special for Naoko, and she wants to study about them.

(2)将来取り組んでみたいことについて、英語の授業でスピーチをすることになりました。あなたが将来取り組んでみたいことを一つとりあげ、それをとりあげた理由などを含めて三つの英語の文で書き表しなさい。

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### 東京都3

次の文章を読んで、あとの各問に答えよ。

(\*印のついている単語・語句には、本文のあとに(注)がある。)

(28点)

Fred became a member of a baseball team for little boys when he was seven. He practiced on a \*field near a river. He enjoyed baseball with his \*teammates.

When he became a junior high school student, he joined the baseball club. One summer day the \*manager said to him, "Fred, \*pitch to me." Fred did that. The manager said, "Nice pitching! You'll be a good pitcher." Fred was very glad. He became a pitcher.

It was fun for him to pitch in games. When he pitched, his team won. But things were getting bad. He began to think the team was winning \*only because of him. He \*lost his temper when his teammates \*made errors. He always tried to get \*strikeouts, but often \*failed. His teammates didn't feel good. The team began to lose games. The manager said, "Remember, Fred. You're not just a pitcher. You're one of the team." The manager stopped using him.

One day Fred was sitting by the river and \*was deep in thought. Then he heard a \*voice. Someone was singing. He looked around. A girl was playing the guitar and singing. He spoke to her, "Hi, I'm Fred. That was a nice song." She said, "Thank you. I'm Jane. I wrote it. What are you doing here?" He said, "I loved baseball. But now it's not fun." He told her his story about baseball. She said, "Listen, Fred. I love singing. I write songs and visit a hospital to sing for people. They \*look forward to my visits. When I'm with them, they look happy. I'm happy, too." He felt something warm in his heart. He wanted to be like her and told that to her. She said, "I think you can. Look, those little boys are playing baseball on the field over there. How about teaching them? They'll be glad." He said, "Will they? OK, I will."

He walked to the field and asked a little boy, "Can I join you?" The boy smiled and answered, "Sure!" Fred taught the boys how to throw, catch, and hit balls. Each boy was enjoying baseball. He thought, "They're \*sharing a good time. I was like them when I was little." In the evening, a boy smiled and said to him, "We had a very good time today. Please come to teach us again." He looked around. Everyone was smiling. He said to the boys, "I had a very good time, too. See you." Then he left the field.

That night Fred remembered Jane's words and thought, "Doing favorite things can make people happy." And then he thought about the boys. He thought, "They shared a very good time together through baseball. Now I understand what the manager meant."

The next day he said to his teammates, "I'm so sorry. I was \*selfish. I want to enjoy baseball with you. I'll try my best to pitch well." The manager smiled and listened. After that Fred practiced very hard with his teammates. They began to \*accept him.

The manager gave Fred a chance to pitch in a game again. The little boys came to watch him. He tried his best for everyone. He pitched through the game and his team won. Everyone was glad and came to him. He was really happy. He felt that sharing a good time with people around him was wonderful. He looked up at the blue sky. Just then there was a girl's voice, "Nice pitching!" He looked back and saw Jane. She was smiling.

(注)field 野球場 teammate チームメート manager 監督 pitch 投球する only because of ~ ~だけで lost his temper 腹を立てた make errors エラーをする strikeout 三振 fail 失敗する be deep in thought 物思いにふける voice 声 look forward to ~ ~を楽しみに待つ share 共有する selfish 自分勝手な accept 受け入れる

〔問1〕 But things were getting bad.とあるが、この内容を、次のように書き表すとすれば、( )の中に、下のどれを入れるのがよいか。

( ), and then the manager stopped using him.

ア.Fred became selfish, the team began to lose games

イ.Fred's teammates became selfish, he didn't feel good

ウ.Fred pitched well, his teammates didn't make any errors

エ.Fred's teammates felt the team was winning only because of him

〔問2〕 次のア~エの文を、本文の内容の流れにそって並べ、順に記号を書け。

ア.Fred said sorry to his teammates.

イ.Fred told Jane his story about baseball.

ウ.Fred wanted to be like Jane and told that to her.

エ.Fred joined the little boys and taught them how to play baseball.

( ) ( ) ( ) ( )

〔問3〕 次の(1)~(3)の文を、本文の内容と合うように完成するには、( )の中に、それぞれ下のどれを入れるのがよいか。

(1) One summer day ( ), and that made Fred very glad.

ア.Fred's teammates asked him to be a pitcher

イ.the manager told Fred to join the baseball club

ウ.the manager said that Fred would be a good pitcher

エ. Fred's teammates asked the manager to pitch in front of them

(2) Fred said to his teammates that he would ( ).

ア.leave the field alone

イ.try his best to pitch well

ウ.make people in the hospital happy

エ.practice hard to stop making errors

(3)When Fred pitched in a game and won again, he ( ).

ア.found he was just a pitcher in the baseball club

イ.began to know why his teammates didn't accept him

ウ.understood why the manager didn't use him as a pitcher

エ.felt that sharing a good time with people around him was wonderful

〔問4〕 次の質問に英語で答えよ。

(1)Where did Fred meet Jane for the first time?

---

(2)what did Fred think when he remembered Jane's words that night?

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#### 東京都4

次の対話の文章を読んで、あとの各問に答えよ。( \*印のついている単語・語句には、本文のあとに(注)がある。)

(28点)

Yukie and Haruyo are Japanese high school students. They teach Japanese as volunteers to foreign people in Tokyo. Robin is from America and Ailing is from China. Now they are \*taking a break.

Robin : Thank you very much for your help, Yukie and Haruto. You're very good teachers for us.

Ailing : Yeah, \*thanks to your help, my new life in Tokyo is easier.

Yukie : We're very glad to hear that.

Haruto : You're welcome, Robin and Ailing. It's also a good chance for me to practice speaking English. \*Just as English is not easy for me, I think Japanese is hard for foreign people.

Robin : Yes. I've lived here in Tokyo for more than three years. So speaking Japanese and understanding spoken Japanese are not so difficult for me now. But reading and writing Japanese are still hard. There are three kinds of \*characters in Japanese.

Haruto : Do you mean hiragana, katakana and kanji?

Robin : (1)That's right. And many kanji are read in two or more ways. It's very hard for me to learn how to use kanji.

Yukie : (2)I understand, Robin. In English, only the \*alphabet is used.

Haruto : Ailing, you use only kanji in Chinese, right?

Ailing : Yes. We use only kanji when we write in Chinese. So students in China have to learn a lot of kanji.

Haruto : (3)I can \*imagine that is very hard. I'm not good at learning kanji.

Robin : Are loanwords also written in kanji in Chinese, Ailing?

Haruto : Loanwords? What are they?

Robin : Well, loanwords are words taken into one language from another language. I think katakana is very useful for writing loanwords.

Haruto : (4)I see. Thank you, Robin. There are many loanwords in Japanese. We usually use katakana when we write them in Japanese. I've never thought about how \*convenient katakana is. Oh, I'm sorry, Ailing. What about loanwords in Chinese?

Ailing : We also have loanwords in Chinese. When we write them in Chinese, we

use kanji that have \*similar \*pronunciations or \*suitable meanings.

Yukie : Similar pronunciations? Tell us more, Ailing.

Ailing : OK. For example, the word “\*Olympic” is written like this.

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Haruto : Wow, that's very interesting! How do you \*pronounce it?

Ailing : We pronounce it “Aolimpike”

Yukie : (5)It really sounds like olympic!

Ailing : Then what about this? 足球

Haruto : Foot and ba11? Oh, that's football, or soccer!

Ailing : That's right. This is an example of using a suitable meaning.

Yukie : Wow, that's very interesting. Learning languages is really exciting.

Robin : (6)Learning a foreign language is learning about a country's culture, too.

Haruto : I agree. OK, everyone, let's start again.

Everyone : OK. Let's.

(注)take a break 休憩する thanks to～ ～のおかげで just as ～ ～であるように

character 文字 alphabet アルファベット imagine 想像する

convenient 便利な similar 似ている pronunciation 発音 suitable ふさわしい

Olympic オリンピック pronounce 発音する

Aolimpike アオリンピック(中国語での発音)

〔問1〕(1)That's right.の内容を、次のように書き表すとすれば、( )の中に、下のどれを入れるのが  
よいか。

For me, reading and writing Japanese are hard because ( ).

- ア. many kanji are read in two or more ways
- イ. there are three kinds of characters in Japanese
- ウ. I have lived in Tokyo for more than three years
- エ. I have never learned hiragana, katakana, or kanji.

〔問2〕(2) I understand, Robin.の内容を最もよく表しているのは、次のうちではどれか。

- ア. Reading and writing Japanese are not easy for foreign people like Robin.
- イ. Many foreign people who live in Tokyo are not so good at learning Japanese.
- ウ. Learning kanji which are read in two or more ways is not hard for Japanese people.
- エ. Speaking Japanese and understanding spoken Japanese are not so difficult for foreign people like Robin.

〔問3〕 (3) I can imagine that is very hard. を、次のように書き表すとすれば、( )の中に、どのような1語を入れるのがよいか。

I can imagine it is very hard to ( ) so many kanji.

〔問4〕 (4) I see. の内容を最もよく表しているのは、次のうちではどれか。

ア.Loanwords are also written in kanji in Chinese.

イ.Robin thinks there are many loanwords in Japanese.

ウ.Words we take from foreign languages are called loanwords.

エ.When we write loanwords in Japanese, katakana is usually used.

〔問5〕 (5) It really sounds like Olympic! とあるが、このときの Yukie の様子を次のように書き表すとすれば、( )の中に、下のどれを入れるのがよいか。

Yukie was ( ).

ア. sad because she didn't know how to say "Olympic" in Chinese

イ.glad because she learned the way to write "Olympic" in Chinese

ウ.happy because she learned a lot of examples like "Olympic" from Ailing

エ.surprised because the Chinese and English pronunciations of "Olympic" were similar

〔問6〕 (6) Learning a foreign language is learning about a country's culture, too. を、次のように書き表すとすれば、( )の中に、下のどれを入れるのがよいか。

When we learn a foreign language, ( ).

ア.we also have to think about our own culture

イ.foreign people can learn Chinese culture, too

ウ.we can also understand part of another culture

エ.foreign people living in Tokyo will be happy, too

〔問7〕 次の文章は、Haruto が英語の授業で行ったスピーチの一部である。  A および  B の中にそれぞれ入る語句の組み合わせとして正しいものは、下のうちではどれか。

I sometimes teach Japanese to foreign people who live near here. I can learn many interesting things through this experience. Have you ever thought that  A is convenient? We can write loanwords in it. But in Chinese, only kanji is used. When Chinese people write loanwords in Chinese, they use kanji that have similar pronunciations or suitable meanings. For example,

“足球.” This is an interesting  
example of using . Can you imagine what this means? It means “soccer.” I  
teach Japanese, but I learn a lot. Thank you.

- ア. (A) katakana (B) a suitable meaning
- イ. (A) hiragana (B) a similar pronunciation
- ウ. (A) hiragana (B) a suitable meaning
- エ. (A) katakana (B) a similar pronunciation