

# Lesson 1

## ● 読解力をつけよう

205 Words 目標 3 分

◆次の英文は、中学生の有紀(Yuki)と、彼女の家にホームステイをしているスイスからの留学生サラ(Sara)との対話の一部です。これを読んで、あとの問いに答えなさい。 (栃木 改)

Yuki : Good morning, Sara! What are we going to do today?

Sara : Hi, Yuki. I want to go shopping to buy a Japanese watch for my father.

Yuki : Is your father interested in Japanese watches? I think the watches made in your country are the most famous in the world.

Sara : I think so. But Japanese watches are also popular in my country. 5

Yuki : Really? I didn't know that. Well, I know a nice watch shop. Let's go there.

Sara : Oh, thank you. How do we go there?

Yuki : By bus. Have you ever taken buses in Japan?

Sara : No. I haven't taken them yet, but I have  them before. They are interesting, because they have many colors! 10

Yuki : Many colors?

Sara : In my country, almost all the buses are yellow. We call them "postbuses." Our postboxes are yellow and postbuses are also yellow. You may think buses carry only people, but postbuses carry both people and letters.

Yuki : That's interesting! 15

Sara : Postbuses go to many places, even to the mountains, to carry letters. If we take them, we can go to the villages in the mountains easily.

Yuki : I see. The postbuses really help many people in your country, right?

Sara : That's right. People from foreign countries can take them too.

Yuki : Really? I want to ride a postbus! 20

注 almost all ほとんどすべての postbus ポストバス postbox 郵便ポスト

## 内容を確かめよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

ア Sara wants to buy a watch made in Japan for her father. ( )

イ Sara and Yuki will go to a watch shop by bus together. ( )

ウ Buses in Japan have many colors, so Sara is interested in them. ( )

エ Because the postbuses run in the cities, you cannot go to the villages in the mountains on them. ( )

オ Only people of Sara's country can ride on the postbuses. ( )

## □ 入試問題を解こう

目標 2 分

問1 次の  内が下線部の内容を表すように, ( ) に適する日本語を入れなさい。

スイス製の腕時計は( )ということ。

問2 本文中の  に適する語をア～エから選び, 記号で答えなさい。

ア carried

イ seen

ウ helped

エ made

問3 次の  内の英文が, 本文の内容にあうように, ①, ②の( ) に適する1語を書きなさい。ただし, ( ) 内に与えられた文字で書き始めなさい。

In Sara's country, many people use postbuses. The postbuses and the postboxes are the ①( s ) color. The postbuses are very ②( u ) to many people to go around the country.

① \_\_\_\_\_ ② \_\_\_\_\_

# Lesson 2

## ● 読解力をつけよう

224 Words 目標 3 分

◆次の英文は、留学生のアン(Ann)と、クラスメートの陽子(Yoko)との会話です。これを読んで、あとの問いに答えなさい。 (静岡 改)

(In the classroom after school.)

Ann : Hi, Yoko. What are those cute pictures?

Yoko : These are for *kamishibai*.

Ann : *Kamishibai*? What is it?

Yoko : It's a picture-story show. I'm going to do *kamishibai* for small children at the library today. 5  
I really like it because I can see children's happy faces.

Ann : It sounds interesting. Can I go and see your *kamishibai*?

Yoko :  A  Come with me.

(After watching *kamishibai*, Ann comes to Yoko.)

Ann :  B  You used simple words, and your pictures helped me a lot. I'm sure the children 10  
loved your *kamishibai*.

Yoko : I'm glad to hear that. Thank you, Ann.

Ann : You also used many kinds of voices to show the feelings of the people in the story. ① I knew  
( the village / visiting / was / the king ) very angry. Your pictures and voices made the  
story ( ② ) more interesting. 15

Yoko : Thank you. I practiced different voices again and again.

Ann : I think doing *kamishibai* is very ( ③ ). You must remember a story, change pictures, and  
use different voices ...

Yoko : No, you ( ④ ) remember the story. Look here. The story is written on the backs of the  
pictures. 20

Ann :  C  Yoko, what's this? The word "smile" is also written on the backs of many  
pictures.

Yoko : That is a message for me. It's important to smile at children when I do *kamishibai*. If I  
smile, children feel happy. If they smile, I feel happy, too. Smiling is the best way to feel  
happy. 25

注 *kamishibai* 紙芝居 show 見せ物 voice(s) 声 feeling(s) 気持ち back(s) 裏面

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

ア Ann thought the pictures of Yoko's *kamishibai* were cute when she saw them. ( )

イ Yoko didn't want Ann to come to see the *kamishibai* at the library. ( )

ウ Ann didn't understand the feelings of the people in the story well because Yoko used different  
kinds of voices. ( )

エ Yoko wrote messages for herself on the backs of the pictures of her *kamishibai*. ( )

オ Yoko thinks that smiling makes both herself and children happy. ( )

## □ 入試問題を解こう

目標 10 分

問1 A, Cの  に適するものをそれぞれア〜ウから選び, 記号で答えなさい。

A ア Hello. イ Sure. ウ So-so.

C ア I see. イ Me, too. ウ You're welcome.

A ( ) C ( )

問2 下線部①の( )内の語(句)を, 意味が通るように並べかえて書きなさい。

I knew \_\_\_\_\_ very angry.

問3 ②〜④の( )に適するものをそれぞれア〜エから選び, 記号で答えなさい。

② ア better イ best ウ much エ many

③ ア difficult イ simple ウ cute エ useful

④ ア should イ didn't ウ are going to エ don't have to

② ( ) ③ ( ) ④ ( )

問4 次の問いと答えが, 本文の内容にあうように, ( )の中に適切な語を補いなさい。

問い: ( ) did Yoko do *kamishibai*?

答え: At the library.

問5 Bの  で, アンは, わくわくしたという内容を伝えている。その内容になるように, Bの  の中  
に適切な英語を補いなさい。

問6 本文の内容にあうように, 次の  の中に補うものとして, 本文中から最も適切な部分を3語で抜き出  
しなさい。

Yoko likes doing *kamishibai* for small children. She uses simple words, cute pictures and  
different voices. She writes the word "smile" on the backs of many pictures, and she often smiles  
at children during the *kamishibai*. Yoko's smile makes children happy, and  make  
Yoko happy, too.

# Lesson 3

## ● 読解力をつけよう

237 Words 目標 3 分

◆次の英文は、宮島(Miyajima)を旅行した絵美(Emi)と、カナダに住む友人の Lisa とのEメールのやりとりです。これを読んで、あとの問いに答えなさい。 (香川 改)

Hi, Lisa.

How are you? Last weekend I ①( go ) to Miyajima in Hiroshima with my family. ②Miyajima ( famous / a / standing / is / for / in / shrine ) the sea. Please look at the picture I sent with this e-mail. The red shrine and the blue sea were very beautiful. There were many people ③ were enjoying the view. The area around the shrine became a World Heritage site in 1996. 5

There's no World Heritage site in my town. I want the 88 temples for *Shikoku henro* to become a World Heritage site. *Shikoku henro* is to visit those temples in Shikoku area. My town has one of them. People show hospitality to visitors to the temples. We should ④ this tradition.

⑤If the 88 temples become a World Heritage site, (より多くの人が私の町の名前を耳にするでしょう).

Are there any World Heritage sites in your area? 10

Emi

Hi, Emi.

Thanks for your e-mail. I like the picture of the red shrine. ⑥I ( visit / the / hope / in / future / to / it ). In Canada we also have some World Heritage sites ⑦ the Canadian Rockies. I visited a city near the Canadian Rockies ⑧two years . I enjoyed the beautiful view of 15 the mountains.

We have Niagara Falls near my city. Many people visit it from all over the world, but it is not a World Heritage site. I want Niagara Falls to become a World Heritage site soon. ⑨I know (あなたはそれを見たことがない). So, if you come to Canada, I'll take you to Niagara Falls.

Lisa

注 World Heritage site(s) 世界遺産 temple(s) 寺 *Shikoku henro* 四国遍路

show hospitality to ~ ~を手厚くもてなす visitor(s) 訪問者

the Canadian Rockies ロッキー山脈のカナダ部分 Niagara Falls ナイアガラの滝

## 内容を確認しよう

◇本文の内容にあっているものには○、あっていないものには×と答えなさい。

- ア Emi sent the picture of Miyajima to Lisa by e-mail. ( )
- イ The 88 temples for *Shikoku henro* became a World Heritage site in 1996. ( )
- ウ Lisa lives in a city near the Canadian Rockies. ( )
- エ Lisa hopes that Niagara Falls becomes a World Heritage site. ( )
- オ Lisa wants to take Emi to the Canadian Rockies if Emi comes to Canada. ( )

## □ 入試問題を解こう

目標 12 分

問1 ①の( )内の語を、適する形に直して1語で書きなさい。

問2 下線部②が「宮島は海の中に立っている神社で有名です」となるように、( )内の語を並べかえて書きなさい。

Miyajima \_\_\_\_\_ the sea.

問3 ③の□に適する語をア～エから選び、記号で答えなさい。

- ア what  
イ which  
ウ why  
エ who

( )

問4 ④の□に適する語をア～エから選び、記号で答えなさい。

- ア take  
イ keep  
ウ break  
エ stop

( )

問5 下線部⑤の( )内の日本語を英語で書き表しなさい。

問6 下線部⑥の( )内の語を、意味が通るように並べかえて書きなさい。

I \_\_\_\_\_.

問7 ⑦の□に適する語句をア～エから選び、記号で答えなさい。

- ア in return  
イ kind of  
ウ such as  
エ over there

( )

問8 下線部⑧を、「2年前に」という意味にするには、□に、どのような語を入れたらよいですか。最も適する語を1つ書きなさい。

問9 下線部⑨の( )内の日本語を英語で書き表しなさい。

\_\_\_\_\_

# Lesson 4

## ● 読解力をつけよう

246 Words 目標 3 分

◆中学生のカオル(Kaoru)さん、オーストラリアからの留学生ナンシー(Nancy)さん、カオルさんの両親が夕食をとりながら、話をしています。これを読んで、あとの問いに答えなさい。〈島根 改〉

- Nancy : Could you pass me the salt, please?  
 Mother : ( A )  
 Nancy : Thank you, *dandan*.  
 Kaoru : Wow! You speak *Izumo-ben*!  
 Nancy : Yes. I'm studying Japanese ① dialects now. 5  
 Kaoru : Why are you interested in them?  
 Nancy : In Australia, I learned standard Japanese. When I first came to Japan two years ago, I was surprised to talk with my host family in Osaka. Their Japanese sounded like another language. It was *Kansai-ben*.  
 Kaoru : ( B ) 10  
 Nancy : I tried to remember and use some *Kansai-ben* with the people I met. Then communication became much easier and I made more friends.  
 Father : Sounds interesting.  
 Nancy : I feel dialects have some special power that standard Japanese doesn't have. So I'm very sorry to hear ② young people today don't use them as much as before. 15  
 Why don't they?  
 Kaoru : I don't know why. Though *Izumo-ben* is my dialect, I don't use "*dandan*" myself.  
 Mother : We usually listen to standard Japanese on the radio or TV. This may be one of the reasons.  
 Father : My mother once told me a story. A boy in her class decided to go to Tokyo to 20  
 work. He said to her, "③ I will try to use standard Japanese in Tokyo. No one will understand *Izumo-ben*."  
 Nancy : But I like *Izumo-ben*. I think each dialect shows a part of culture in the area. Kaoru, you should be proud of your dialect. Tomorrow, I'll go to the school library to study about it. Would you like to come with me? 25  
 Kaoru : OK. ④ I'd love to.  
 Mother : Oh, I almost forgot. I've bought some cake for dessert. Please help yourself.  
 Nancy and Kaoru : *Dandan*!

注 standard 標準的な power 力

## 内容を確認しよう

◇本文の内容にあっているものには○、あっていないものには×と答えなさい。

- ア Nancy talked to Kaoru's mother in English and *Izumo-ben*. ( )  
 イ Nancy is interested in Japanese dialects. ( )  
 ウ Nancy was surprised when she heard *Izumo-ben* for the first time two years ago. ( )  
 エ Kaoru doesn't know why young people today don't use dialects as much as before. ( )  
 オ Nancy will study about *Izumo-ben* with Kaoru's mother in the school library tomorrow. ( )

## □ 入試問題を解こう

目標 7 分

問1 A, Bの( )に適する文をア～エから選び、記号で答えなさい。

- A ア Yes, I could.  
 イ No, I couldn't.  
 ウ Here you are.  
 エ How about you?  
 B ア But why were you so surprised?  
 イ How do you feel now?  
 ウ Who spoke *Kansai-ben* to you?  
 エ Then what did you do?

A ( ) B ( )

問2 下線部①の単語の意味を、会話の内容から推測して日本語で書きなさい。

問3 カオルさんの母親は、下線部②のような状況になっている原因としてどのようなことを言っていますか。日本語で書きなさい。

問4 下線部③のように少年が言った理由を、日本語で書きなさい。

問5 下線部④でカオルさんが言っている内容として適するものをア～エから選び、記号で答えなさい。

- ア I'd love to speak *Izumo-ben*.  
 イ I'd love to have some cake for dessert.  
 ウ I'd love to go to the library with Nancy.  
 エ I'd love to teach Nancy *Izumo-ben*. ( )

問6 次のア～オから、会話の内容と一致しているものを2つ選び、記号で答えなさい。

- ア ナンシーさんは、日本に来るまで日本語を学んだことがなかった。  
 イ ナンシーさんは、関西弁を使うことで友達が増えた経験がある。  
 ウ カオルさんは、「だんだん」という言葉をふだんからよく使ってきた。  
 エ カオルさんの祖母は、東京に働きに行ったことがある。  
 オ ナンシーさんは、カオルさんが出雲弁に誇りをもつべきだと思っている。

( ) ( )



# Lesson 5

## ● 読解力をつけよう

289 Words 目標 4 分

◆次の英文は、洋子が、ある曲との出会いについて書いたものです。これを読んで、あとの問いに答えなさい。

(北海道 改)

I became interested in music when I was thirteen years old. One evening, I heard a very beautiful song on TV. The voice was wonderful, the melody was smooth and natural, and the sound was very warm. I wanted to know what the song's name was.

So, the next day, I decided to visit the music teacher's room after school. Mr. Sato, our music teacher, was reading a musical score at his desk when I went into his room. 5

"Excuse me, Mr. Sato. I have a question about music," I said to him. Mr. Sato said, "Sure, Yoko. What is it?"

"I'd like to know what you call this song. May I sing it here?" I asked him.

"OK, Yoko, I'll listen," Mr. Sato said.

① "La-la-la-lah-la, la-la-la-la, la-la-lah." I sang the melody I still remembered then. 10

He was surprised and said to me, "Oh, you have a beautiful voice, Yoko! It's an Irish song called 'Londonderry Air.' Wait! I think there's a CD with that song in this room. Let's listen to it together." Then he looked for the CD.

⑤ "Oh, I found it. Look! Here you are," he said.

① "Can I listen to it here?" I asked. 15

⑤ "Yes, of course," he answered and played the CD.

① "This is it, Mr. Sato! ① Thank you very much! I really like it." I was excited to have the answer.

Since that day, 'Londonderry Air' has been one of the songs I love the most.

After that, listening to music became part of my life. I joined the music club, and have enjoyed 20 singing with my friends since then. Music has given me a lot of friends and good memories.

I learned about the joy of music in that way. Now, I ② .

注 voice 声 melody メロディー smooth and natural 流れるように自然な musical score 楽譜  
sang sing の過去形 Irish アイルランドの Londonderry Air ロンドンデリー・エア(アイルランド民謡)  
excited 興奮した given give の過去分詞形 memory(memories) 思い出 joy 喜び  
in that way そのようにして

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア Yoko went to the music teacher's room because she wanted to know the song's name. ( )
- イ Yoko visited Mr. Sato when he was reading a musical score in the music teacher's room. ( )
- ウ Yoko was surprised because Mr. Sato didn't know the melody she sang. ( )
- エ Yoko has enjoyed singing with her friends since she joined the music club. ( )
- オ Yoko became interested in music because Mr. Sato told her to join the music club. ( )

## □ 入試問題を解こう

目標 6 分

問1 ①の ① に適する文をア～エから選び、記号で答えなさい。

ア This is the question I asked.

イ This is the CD I bought yesterday.

ウ This is the song I heard.

エ This is the movie I watched on TV. ( )

問2 ②の ② に「音楽のない生活は考えられない」という意味を表す英語を書きなさい。

問3 次の問いに対する答えとして適するものをア～エから選び、記号で答えなさい。

Why did Mr. Sato look for the CD in the music teacher's room?

ア Because he wanted Yoko to listen to the song, 'Londonderry Air.'

イ Because he wanted to sell the CD with the song Yoko heard on TV.

ウ Because he wanted Yoko to read the musical score of the song, 'Londonderry Air.'

エ Because he wanted to use the CD in his music lessons. ( )

問4 英語を担当しているスミス(Smith)先生から、洋子は、自分の書いた英文の内容について、次のような質問をされました。あなたが洋子になったつもりで、次の対話文の( a ), ( b )に入る英文を、それぞれ4語以上で自由に書きなさい。ただし、ピリオド(.), コンマ(,)などの符号は語数に入れないものとします。

Ms. Smith : Do you sing songs in the music club after school every day?

Yoko : No, we usually practice on Monday, Wednesday, and Friday.

Ms. Smith : I see. Then, what do you like to do when you have free time at home?

Yoko : ( a )

Ms. Smith : Oh, why?

Yoko : ( b )

a \_\_\_\_\_

b \_\_\_\_\_

# Lesson 6

## ● 読解力をつけよう

309 Words 目標 4 分

◆次の英文を読んで、あとの問いに答えなさい。

〈鳥取 改〉

It was an August evening almost twenty years ago. There was a classical music concert in my town. A few weeks before the concert, my father said to me, "A famous violinist will play with our town orchestra. I want to take you to this concert. Do you want to come with me?" I thought ①it was a good idea. So we went to the concert hall in the evening. There were a lot of people in the hall.

5

Just before the concert, my father said to me, "He was in an accident when he was a child. After that, he couldn't use his hands well, but ( ② ). And he became a famous violinist." Then the violinist walked slowly to the center of the stage and looked at the conductor. The concert began.

The music was very beautiful and everything went well in the beginning. But suddenly we heard a short and strong sound from the stage. There was ③a problem. The conductor saw the violinist 10 and stopped the orchestra. I said to myself, "The violinist will change his violin for another one and start playing again."

But he didn't. He waited just a little and asked the conductor to continue with his eyes. Then they started playing the music again. The violinist was playing the music without one string. Everyone looked surprised. He played the music with only three strings. How great! When he finished, 15 ④everybody was quiet. Then, everyone in the hall stood up to give him a big hand.

He said to us with a smile, "( ⑤ )" I thought to myself, "He could play with only three strings because he always practiced hard with that idea."

It was a really moving concert for me. I learned from him that we should never ( ⑥ ). We must do our best when we have a problem.

20

I will never forget that concert.

注 classical music クラシック音楽 violinist バイオリン奏者 orchestra オーケストラ  
accident 事故 center 中央 stage ステージ conductor 指揮者 beginning 最初  
suddenly 突然 violin バイオリン asked ~ to ... ~に...するよう頼んだ continue 続ける  
string (楽器の)弦 stood stand の過去形 give ~ a big hand ~に拍手かっさいを送る  
forget 忘れる

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア The concert was held about twenty years ago. ( )  
イ The violinist was in an accident several weeks before the concert. ( )  
ウ The conductor asked the violinist to change his violin for another one. ( )  
エ The violinist could not play well because he used only three strings. ( )  
オ Everyone in the concert hall thought the concert was wonderful. ( )

## □ 入試問題を解こう

目標 11 分

問1 下線部①が示している内容を、日本語で書きなさい。

問2 ②の( )に適するものをア～エから選び、記号で答えなさい。

- ア he told other violinists to play music  
イ he started to study music hard to be a conductor  
ウ he always played the piano a little slowly  
エ he practiced playing the violin very hard

( )

問3 下線部③は、バイオリン奏者に起こったどのような問題ですか。日本語で書きなさい。

問4 下線部④について、その理由を、日本語で書きなさい。

問5 ⑤の( )に適する文をア～エから選び、記号で答えなさい。

- ア We always practice the violin during the concert.  
イ We always must play the best music with the things that we have.  
ウ We always stop playing music when someone makes a big sound.  
エ We cannot play perfect music because we have so many concerts.

( )

問6 ⑥の( )にあてはまる語句を、本文の内容から判断して、2語以上の英語で書きなさい。

問7 次のア～カから、本文の内容と一致しているものを2つ選び、記号で答えなさい。

- ア 当時無名であったバイオリン奏者のコンサートには、それほど多くの人は来なかった。  
イ バイオリン奏者は、子ども時代に困難があったにもかかわらず、名演奏家になった。  
ウ このコンサートの途中で、指揮者が観客に向かってしばらく話をした。  
エ バイオリン奏者はバイオリンを交換し、指揮者の合図で演奏を始めた。  
オ コンサート終了後、バイオリン奏者は、無言でステージをあとにした。  
カ このコンサートは、「私」にとってずっと記憶に残る体験となった。

( )( )

# Lesson 7

## ● 読解力をつけよう

313 Words 目標 4 分

◆次の英文は、高校生の真美(Mami)が英語の授業で行ったスピーチの原稿です。彼女の原稿を読んで、あとの問いに答えなさい。 (大阪 改)

Hello, everyone. Today, I'd like to talk about Japanese green tea.

What kind of Japanese green tea do you like? There are many kinds of Japanese green tea, for example, *Sencha*, *Bancha*, and *Houjicha*. What kind of Japanese green tea is drunk often? Please look at this table. This table shows the kinds of Japanese green tea people drink the most often. The percentage of people who drink ① the most often is the highest of the three kinds on the table. I thought ②, my grandmother's favorite kind of Japanese green tea, is drunk the most often by many people. But, it is the third and ③ is the second.

The kinds of Japanese green tea people drink the most often

<i>Sencha</i>	69%
<i>Bancha</i>	7%
<i>Houjicha</i>	6%

(農林水産省 平成17年度「食料品消費モニター第2回定期調査結果」により作成)

Now I'll tell you an interesting thing I learned in Kyoto. Do you know that there is a nice shop for Japanese green tea in Kyoto and people can make tea there? I heard (A)that from my father. We went to the shop during the winter vacation. A woman working there told us about *Gyokuro*, a kind of Japanese green tea. We learned ④ *Gyokuro* from her. She said, "To enjoy the mild taste of *Gyokuro*, please use water of about 50°C." My father and I made the tea with water of about 50°C and drank it. I was surprised because the tea had a very mild taste. I said, "⑤" The woman said, "This is a way to enjoy the mild taste of *Gyokuro*."

The temperature of water is different depending on the kind of Japanese green tea. I learned that after visiting the shop in Kyoto. Now I make *Sencha* with water of about 70°C. It is a good temperature for *Sencha*. I make *Sencha* and enjoy the taste of it with my family after dinner every day. I want you to enjoy ⑥ Japanese green tea. Thank you.

注 green tea 緑茶 table 表 percentage 割合 make tea お茶をいれる mild まろやかな taste 味 temperature 温度 depending on ～ ～によって

### 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

ア Mami's father told her about a nice shop for Japanese green tea in Kyoto. ( )

イ The woman working at the shop was surprised because Mami didn't know *Gyokuro*. ( )

ウ Mami's father didn't drink tea at the shop in Kyoto because he didn't like *Gyokuro*. ( )

エ Mami studied about the good temperature for *Sencha* before visiting the shop in Kyoto. ( )

オ Mami makes *Sencha* with water of about 70°C and drinks it with her family every day. ( )

## □ 入試問題を解こう

目標 6 分

問1 ①～③の□に適する語の組み合わせをア～エから選び、記号で答えなさい。

- ア ①－*Houjicha* ②－*Bancha* ③－*Sencha*  
 イ ①－*Sencha* ②－*Houjicha* ③－*Bancha*  
 ウ ①－*Sencha* ②－*Bancha* ③－*Houjicha*  
 エ ①－*Houjicha* ②－*Sencha* ③－*Bancha*

( )

問2 下線部(A)が表している内容を、日本語で書きなさい。

問3 'We learned ④ *Gyokuro* from her.'が、「私たちは彼女から玉露のいれ方を学んだ」という内容になるように、④の□に英語3語を書き入れ、英文を完成しなさい。

問4 ⑤の□が「私はこのようなお茶を飲んだことはありません」となるように、次の( )内の語を並べかえて書きなさい。

I have ( tea / this / never / like / drunk ).

I have \_\_\_\_\_.

問5 ⑥の□に適するものをア～エから選び、記号で答えなさい。

- ア drink  
 イ drank  
 ウ drinking  
 エ to drink

( )

# Lesson 8

## ● 読解力をつけよう

328 Words 目標 4 分

◆次の対話文は、英語の授業の一場面です。これを読んで、あとの問いに答えなさい。 〈石川〉

Ms. Ogawa : Let's begin today's 'Talking Time'. What kind of place do we need for the people in this town? Do you have any ideas?

Hajime : A movie theater. We have to go to the next town to see movies. A

Yuri : I agree with you, Hajime. I love movies.

Ken : Well, Hajime's idea is not bad, but I like soccer, so I want a place to play soccer. 5

Ms. Ogawa : We are not talking about things we like. In this town, there are children, young people and old people ...

Yuri : I've got an idea! How about ①a big park? Anyone can have a good time there.

Ken : Sounds good. My father took me to Kibagata Park in Komatsu last Sunday. A lot of people were enjoying walking, running and, of course, looking at beautiful flowers and 10 trees!

Yuri : Beautiful flowers and trees make people happy.

Ken : I want a park with a lot of trees in our town.

Hajime : Oh, I've read a story about people who planted trees in Tokyo. About a hundred years ago, they wanted a park with a lot of trees. I mean a park like a natural forest. So 15 they planted different kinds of trees.

Ken : What kinds of trees were planted?

Hajime : Oaks, cedars and some other kinds.

Ms. Ogawa : I hear forests in Tokyo usually have broad-leaf trees like oaks. Why were cedars planted? 20

Hajime : Well, cedars grow faster than oaks. Cedars became tall first and people enjoyed the green trees. After that, oaks and other broad-leaf trees became tall. They grew better than the cedars, and some cedars died. Now the forest has a lot of broad-leaf trees, and it looks like a natural forest.

Yuri : B People had ②a great plan about a hundred years ago. They thought 25 about the world of tomorrow.

Ms. Ogawa : We usually think a lot about today. But it's also important to think about the future.

Ken : I think so, too. Now, let's think about a plan for a big park for us and the people in the future. What kind of park will be good?

☞ movie theater 映画館 Kibagata Park 木場潟公園 plant 植える natural 自然の  
oaks 樅(カシ) cedars 杉 broad-leaf trees 広葉樹 grow 育つ grew grow の過去形

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア The students have a plan to go to a movie theater. ( )  
イ Yuri is interested in movies. ( )  
ウ Hajime talked about a park in Tokyo. ( )  
エ Ms. Ogawa planted oaks and cedars in Tokyo. ( )  
オ Ken thinks today is more important than tomorrow. ( )

## □ 入試問題を解こう

目標 8 分

問1 A, B の    に適する文をア～エから選び、記号で答えなさい。

- A ア What sport do you play?  
イ What movies do you like?  
ウ What do you mean?  
エ What do you think?  
B ア That's too bad.  
イ Be careful!  
ウ How wonderful!  
エ Of course, I can.

A ( ) B ( )

問2 由里(Yuri)さんは、下線部①のよい点は何だと言っていますか。日本語で書きなさい。

問3 下線部②の具体的な内容を表すように、次の( ア ), ( イ )に10字程度の日本語を書きなさい。  
木の種類によって( ア )を生かし、その時々々の緑を楽しみ、最終的には、( イ )公園を作ろうとした計画。

ア \_\_\_\_\_  
イ \_\_\_\_\_

問4 授業後、健(Ken)さんは、学校の廊下でALTのスミス(Smith)先生と会いました。二人の自然な会話になるように、①～③の( )に適する1語を書きなさい。ただし、③はeで始まる語とする。

Mr. Smith : Hi, Ken. ( ① ) was today's 'Talking Time'?

Ken : It was very interesting. We talked about a place we need in this town. At first, we were thinking about our ( ② ) things, but then we started to think about ( ③ ) in this town.

Mr. Smith : I see. What kind of place do you want?

Ken : A big park. People can enjoy many different things there.

① \_\_\_\_\_ ② \_\_\_\_\_ ③ e \_\_\_\_\_



# Lesson 9

## ● 読解力をつけよう

335 Words 目標 5 分

◆中学生の圭太(Keita)と麻里(Mari)は、レストランと保育園(nursery school)での職場体験学習(work experience program)についてブラウン先生(Mr. Brown)と話をしています。これを読んで、あとの問いに答えなさい。 (愛媛 改)

Keita : Mari and I joined a work experience program last week.

Mr. Brown : A work experience program? (ア)私はそれが何か知りません。

Keita : I worked at a restaurant for three days. I washed many dishes and took some orders.

Mari : I worked at a nursery school. I played with the children and read picture books to them.

Mr. Brown : ①

Keita : Yes. It was very hard to wash many dishes, but I felt happy when the customers said to me, "Thank you."

Mari : I enjoyed playing with the children. When I read a picture book to them, (イ)私は先生たちと同じくらい上手にそれを読もうとしました。 All the children listened to me, so I was very glad.

Mr. Brown : You two had good experiences.

Keita : Yes, we did. We also learned a very good system from our work experience program. I'm writing a report about the good system. Please look at this figure. There's a day-care center for elderly people in our city. Many elderly people go to the center from Monday to Friday. The restaurant and the nursery school are also built in the site of the day-care center. Do you know why?

Mr. Brown : No, I don't. ②

Keita : Yes. The elderly people grow vegetables at home. They take their vegetables to the restaurant. It's good for the restaurant to get fresh vegetables. The elderly people are happy to get meal coupons in return.

Mr. Brown : They can use those meal coupons at the restaurant, right?

Mari : Yes. After having lunch, they can visit the nursery school and teach the children old songs and games. The children are happy to learn them, and the elderly people also feel very happy to play with the children.

Mr. Brown : Oh, that's a good idea.

Mari : And there's another good thing. Some women working at the restaurant leave their children at the nursery school. The mothers feel happy because they can work near their children. The children also feel happy because their mothers are in the restaurant.

Mr. Brown : I see. Thank you for your explanations. The elderly people, the children, and the mothers are connected with each other. And they're all happy. These three buildings are in the same site for this good system.

☞ day-care center デイケアセンター elderly people 高齢者 site 敷地 vegetable(s) 野菜 meal coupon(s) 食事割引券 in return お返しに be connected with ～ ～とつながっている

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

ア Mr. Brown told Mari and Keita to join the work experience program. ( )

イ When Mari read a picture book at a nursery school, all of the children listened to her. ( )

ウ The elderly people always eat lunch with the children at the restaurant. ( )

エ The children are happy because they learned old songs and games. ( )

オ The restaurant and the nursery school are in the same area, but the day-care center is in a different area. ( )

## □ 入試問題を解こう

目標 7 分

問1 ①, ②の□に適する文をア～エから選び, 記号で答えなさい。

① ア Do you like to play with children? イ Did you do any other things?

ウ Do you like to hear my story? エ Did you enjoy your work?

② ア Can I ask you a question? イ Can you tell me why?

ウ Can I go to the restaurant? エ Can you show me how?

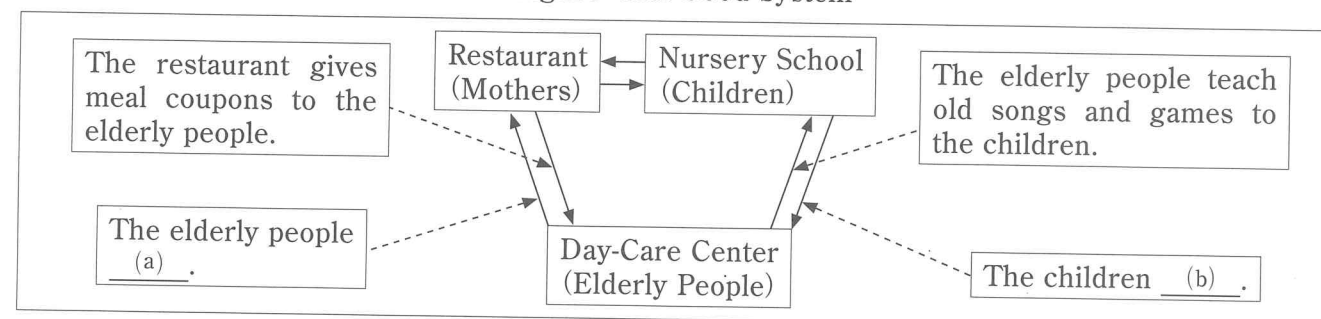
① ( ) ② ( )

問2 (ア), (イ)の日本語を英語で書き表しなさい。

(ア) \_\_\_\_\_  
(イ) \_\_\_\_\_

問3 Figure の(a), (b)の下線部に適するものをア～エから選び, 記号で答えなさい。

Figure The Good System



- (a) ア take their vegetables to the restaurant イ write a report about the restaurant  
ウ grow vegetables at the day-care center エ help the mothers at the day-care center  
(b) ア read a picture book イ make the elderly people very happy  
ウ have lunch together エ learn the work from their mothers

(a) ( ) (b) ( )

問4 (1), (2)の英文が本文の内容にあうように, 適するものをア～エから選び, 記号で答えなさい。

- (1) Mari knows that [ ア it is easy to make a picture book イ the mothers are happy to work because their children are near them ウ the elderly people should go to a day-care center エ the elderly people and the children are very kind to her ].

- (2) Mr. Brown understands [ ア why the three buildings are in the same site イ why Keita joined the work experience program for a week ウ why the children visit the day-care center エ why the restaurant is the most popular in the city ] from Keita and Mari's explanations.  
(1) ( ) (2) ( )

# Lesson 10

## ● 読解力をつけよう

364 Words 目標 5 分

◆次の英文は、高校生の由紀子(Yukiko)が由紀子の家にホームステイをしている留学生のビル(Bill)と体験したことについて、英語の授業でスピーチをするために書いたものです。これを読んで、あとの問いに答えなさい。

〈熊本 改〉

Last fall Bill and my family took a trip by train. When we got to the station, we bought several kinds of *ekiben* there and got on the train. Our train soon started, and we enjoyed talking and looking at the beautiful views from the train. My mother said to me, "Your father and I often took trips by train and ate *ekiben* when we were young." Her story of *ekiben* they ate was interesting. Bill was interested in the *ekiben* we bought at the station. At lunch on the train, he said, "The wrapping of each *ekiben* is beautiful. It's interesting that there are different shapes of *ekiben* boxes." When he opened his *ekiben*, he said, "Look. The ①presentation of food is like a beautiful picture. In America we don't have lunch like this." I was glad that Bill was so happy about *ekiben*. *Ekiben* was just a kind of lunch for me. But for him, it was not just the  to eat for lunch. During this trip, I started to be interested in *ekiben*.

What are the good points of *ekiben* for the people who take trips by train? I think there are ②three points. First, you can easily buy lunch at the station. When you are very busy and cannot make lunch before your trip, you can buy the *ekiben* you like. Second, you can enjoy various designs of wrappings and different shapes of *ekiben* boxes. On the Internet, I found some interesting shapes of *ekiben* boxes. For example, I found the shapes of seashells and trains. They were like toys, and it was really fun to see them. Third, you can easily enjoy local foods on the train. *Ekiben* has food from the area around the train line.

Last fall Bill gave me a chance to find the good points of *ekiben* I did not know. I want to talk with him about these interesting points of *ekiben*. I think *ekiben* is one of Japanese cultures we can show to people from other countries. Now Bill and my family are making a plan to take another trip by train. I hope we can find more interesting *ekiben* and try them.

注 take a trip 旅行する several いくつかの *ekiben* 駅弁 get on ~ ~に乗る wrapping 包装紙 shape 形 *ekiben* box 駅弁の弁当箱 point 点 easily 手軽に various さまざまな design デザイン seashell 貝がら toy おもちゃ local その土地の area 地域 train line 列車の路線 chance 機会

### 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア Yukiko's family and Bill enjoyed eating *ekiben* at the station. ( )
- イ Bill was interested in the *ekiben* he and Yukiko's family bought at the station. ( )
- ウ Yukiko found some interesting designs of *ekiben* boxes in books. ( )
- エ Yukiko wants to talk with Bill about *ekiben*'s good points she found. ( )
- オ Bill thinks *ekiben* is a kind of culture his country also has. ( )

## □ 入試問題を解こう

目標 7 分

問1 本文の内容にあうように、次の質問に英語で答えなさい。

(1) Could Yukiko see beautiful views from the train?

(2) In Yukiko's family, who often took trips by train and ate *ekiben* together before?

問2 下線部①の語の意味として適する日本語をア～オから選び、記号で答えなさい。

ア 新鮮さ

イ 香り

ウ 盛りつけ

エ 味つけ

オ 温かさ

問3 に当てはまる英語を、本文から1語で抜き出しなさい。

問4 下線部②の3つの内容について、3つの中から2つ選び、選んだ2つの内容を、それぞれ日本語で書きなさい。

- ・ \_\_\_\_\_
- ・ \_\_\_\_\_

# Lesson 11

## ● 読解力をつけよう

377 Words 目標 5 分

◆ 次の英文を読んで、あとの問いに答えなさい。

〈茨城 改〉

Tomoko likes English very much. She can speak English very well. Her father can also speak English very well because he is an English teacher. She wants to be like her father.

One day Tomoko went shopping in Mito with her father. At Mito Station she saw two foreign people. They were speaking English and looking at a map. She said to them, "Hello! Can I help you?"

One of them looked at Tomoko and said, "Yes, please. Could you tell us how to get to *Kairakuen*? We hear it is a very beautiful park."

"Take a bus at the bus stop over there," answered Tomoko. "Thank you very much," they said, and smiled. "You're welcome," Tomoko said, and felt great. "Any other questions?" she continued. The other person said, "Do you know who made *Kairakuen*? When was it made?"

Tomoko understood his English, but she could not answer his questions. Then Tomoko's father helped her and answered him in English. Tomoko's father and the two foreign people enjoyed talking about the history of *Kairakuen*. She felt very sad because she did not know anything about its history and she could not join them.

When they came home, Tomoko's father asked her, "What's wrong? You look very sad." She said to him, "I think I can speak English, but I couldn't tell them about my own town." Her father said, "I have something to show you. Come with me."

In his room, she found a lot of books about English and foreign cultures. But there were also many books about Japanese culture, tradition and history. Tomoko asked her father, "Did you read all of these books?"

Her father answered, "Yes, of course. Now you know why I could answer the questions about the history of *Kairakuen*." Her father continued, "It is very important for us to study English because English is a language used around the world, but it is also important for us to  . Japan is our own country. It is a country we can be proud of." Tomoko said, "I have wanted to speak English very well like you. But now I want to tell people from abroad about Japan in English like you." Tomoko decided to study English harder and learn more about Japan.

注 *Kairakuen* 偕楽園 bus stop バス停留所 the other person もう一方の人

### 内容を確認しよう

◇ 本文の内容にあっているものには○, あっていないものには×と答えなさい。

- |   |          |
|---|----------|
| ア Tomoko's father is a teacher of Japanese but can speak English well.    | (      ) |
| イ Tomoko went to <i>Kairakuen</i> with her father.                        | (      ) |
| ウ The two foreign people wanted to know the way to <i>Kairakuen</i> .     | (      ) |
| エ Tomoko had a lot of books about Japan and Japanese culture.             | (      ) |
| オ Tomoko's father told her that Japanese people should be proud of Japan. | (      ) |

## □ 入試問題を解こう

目標 4 分

問1 本文の内容にあうように、次の質問に、それぞれ指定された語数の英文で答えなさい。ただし、符号(, . ? ! など)は、語数には含まないものとします。

① Who could answer the questions about the history of *Kairakuen*? (3 語以上)

② What did Tomoko decide to do to be like her father? (9 語以上)

問2 トモコ(Tomoko)が本文中の下線部のように思った理由を25字以上、35字以内の日本語で書きなさい。ただし、句読点は字数に含むものとします。

問3 本文中の   に適するものをア～エから選び、記号で答えなさい。

ア learn about our own country

イ talk with people in English

ウ write a letter in English

エ study other languages

(      )

# Lesson 12

## ● 読解力をつけよう

378 Words 目標 5 分

◆次の英文を読んで、あとの問いに答えなさい。

(愛知 改)

Do you like the sea? I think many people like the sea and have ( A ) a lot of chances to swim there. But what do you know about the sea? For example, which is longer, the height of the highest mountain on land or the depth of the deepest sea? Which has ( B ) kinds of living things, the land or the sea? These questions are not easy, I think. Let's think about these questions about the sea and know more about it.

5

Before these questions, think about another one. Which is larger, the land or the sea? This question may be easy. ①You ( if / a map / can answer / remember / the question / you / the whole world / showing ). About 70% of the earth is the sea. Surveys show that the deepest area in the sea is more than 10,000 meters and this is longer than the height of the highest mountain on land. So the sea is larger and longer than the land.

10

The first living thing on earth was born in the sea. After that, living things were only in the sea for a very, very long time. Living things in the sea evolved very slowly for a long time. So the sea has a long ( ② ) of living things. Also as I told you, the sea is very large and very deep. So the sea also has a lot of space for living things. We only know about a small part of the sea. And we can't say how many living things are in the sea. But some people say there are about 10,000,000 kinds of living things in the sea. On land there are about 1,000,000 kinds of living things. More than 90% of all kinds of living things on earth live in the sea. The sea has many kinds of living things.

15

There is a lot of water on earth. And there are also a lot of living things on earth. So earth is called the planet of water or the planet of living things. We haven't found other planets which have a lot of water or living things. About 98% of the water on earth is in the sea. If we know more about the sea, we can understand our earth and the living things on it better.

20

注 height 高さ land 陸 depth 深さ survey 調査 evolve 進化する space 空間

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア Many people don't like the sea because they don't know much about it. ( )
- イ Surveys show that the height of the highest mountain on land is longer than the depth of the deepest area in the sea. ( )
- ウ On earth, the first living thing was born in the sea a long time ago. ( )
- エ There is a lot of space for living things in the sea because the sea is very large and very deep. ( )
- オ The land has more than 90% of all kinds of living things on earth. ( )

## □ 入試問題を解こう

目標 7 分

問1 A, B の( )に適する語を, 次の□から選び, 適する形に直して1語で書きなさい。

become have many fast wear

A \_\_\_\_\_ B \_\_\_\_\_

問2 下線部①が「世界全体を示す地図を思い出せば, その質問に答えられます」となるように, ( )内の語句を並べかえて書きなさい。

You \_\_\_\_\_

問3 ②の( )に適する語をア～エから選び, 記号で答えなさい。

ア fish

イ history

ウ science

エ river

( )

問4 本文の内容について, 次の会話が成り立つように, ( ア ), ( イ )に適する1語を書きなさい。

A: Why can earth be a planet for living things?

B: Because it has the ( ア ) and the ( ア ) has ( イ ).

ア \_\_\_\_\_ イ \_\_\_\_\_



# Lesson 13

## ● 読解力をつけよう

382 Words 目標 5 分

◆次の英文は、国際連合(the UN)で2000年に宣言された「ミレニアム開発目標(Millennium Development Goals: MDGs)」をととして、中学生の武(Takeshi)が国際理解(international understanding)について考えたことです。これを読んで、あとの問いに答えなさい。 〈秋田 改〉

Last Friday Takeshi had an English class. His teacher, Mr. Ito, said, "What is international understanding? The world is ( ① ) smaller now. You should know many people with diseases live in bad environments in the world." He put a paper on the blackboard. "These are some of the Millennium Development Goals we should reach before 2015. In 2009 the UN's report said it would be difficult to reach these goals before the year. But doing something for the people in the world is important. Studying English isn't enough.         I         Try to find your way to reach MDGs. This is going to be your homework. Tell us your ideas in my next class on Monday."

### Millennium Development Goals(MDGs)

- 1 Every child should go to school.
- 2 Mothers can have a baby in a better environment.
- 3 We should stop diseases.
- 4 We should keep nice environment and get drinking water.

10

Takeshi ( ② ) those goals on the blackboard carefully. He said, "Why do we have to study MDGs for international understanding? Studying English and making foreign friends are enough for me."

His friend Akira said, "I think so too. Why did Mr. Ito show us such goals?         II        " 15

Takeshi said, "Did he? Well. I watched a TV program last Sunday. In 1970, Japan started to help the people who couldn't get clean water in Africa. Now many children don't have to walk to the river to get some water. This is one of the ways to reach goal 1 and 4, right?         III         What can I do for these people?"

Akira said, "I've heard we can get some money by collecting plastic bottle caps. Such money is 20 ( ③ ) for many sick people in the world."

"Really?" said Takeshi.

The next Monday Takeshi said to his class, "I want to collect plastic bottle caps in my town. I will send them to a group helping sick people in foreign countries. Akira gave me this idea. (A) This is how I will reach the goal." 25

"Good job, Takeshi. Why did you decide to do this?" said his teacher.

"Understanding people in the world and doing something for them are other ways to reach international understanding."

"(B) I am glad. You're right, Takeshi. You can collect them together with your friends in this class."

"OK. If we (C) cooperate together, we can get more caps!" 30

【注】 disease 病気 environment 環境 blackboard 黒板 reach 達成する Africa アフリカ  
plastic bottle cap ペットボトルのキャップ

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア Reaching MDGs before 2015 will not be easy but it's something we should try. ( )  
イ Mr. Ito gave his students an answer for the MDGs in his last Friday's class. ( )  
ウ Making English friends isn't enough for international understanding. ( )  
エ Takeshi knew collecting the caps was useful for sick people before Akira told him about it. ( )  
オ Akira asked Mr. Ito to collect the caps in the next Monday's class. ( )

## □ 入試問題を解こう

目標 10 分

問1 ①～③の( )に適するものを、次の          から選び、必要があれば適する形に直して1語で書きなさい。

read use play get take

①                                  ②                                  ③                                 

問2 I～Ⅲの          に適する文をア～オから選び、記号で答えなさい。

- ア I am just a junior high school student.  
イ People in Africa should be kind to the people in the world.  
ウ You should study something through English.  
エ Maybe he wanted us to know something about international understanding.  
オ Speaking English is the best way to international understanding.

I ( ) II ( ) III ( )

問3 武が見たテレビ番組では、日本の援助によってきれいな水を得た子どもたちに、どのような変化が起きたと伝えていましたか。具体的に表している部分を本文から見つけ、25字程度の日本語で書きなさい。

問4 下線部(A)は、「ミレニアム開発目標」のどの解決策に当たるか、伊藤先生が示した「ミレニアム開発目標」の1～4から最も適するものを、1つ選んで番号を書きなさい。

( )

問5 下線部(B)のように感じた理由を、40字程度の日本語で書きなさい。

問6 下線部(C)の意味として最も適する日本語をア～オから選び、記号で答えなさい。

- ア 操作する  
イ 購入する  
ウ 削減する  
エ 入会する  
オ 協力する

( )

# Lesson 14

## ● 読解力をつけよう

383 Words 目標 5 分

◆ 次の英文を読んで、あとの問いに答えなさい。

〈山口 改〉

Yesterday, Keiko visited her grandfather and said to him, "Look! I got a new camera. It's digital. I joined the photo club and my parents bought it for me." "Oh, that's nice, Keiko," said her grandfather. ア Then she said, "Do you still use your old camera? You showed it to me before. It's not digital, right? ① You should buy a digital camera. Your old camera is too big. And also, it looks difficult to use your camera." "I know, but ...," her grandfather said. Then he went into his room and brought his old camera.

"This one, right?" he asked. "Yes. It's very old," Keiko said. "I know this is old, but I can still use it. Also, it is not just an object to me. I feel this is one of my family members," her grandfather said.

イ He looked at her for a while. Then he said, "I'll show you something," and went back to his room again.

Soon he came back with his old album. Keiko looked at many old pictures in it, and found a lot of pictures of her father. He looked so young and all the people in the album looked so happy. Keiko asked, "Were these old pictures taken with this camera?" He answered, "Yes. I bought this camera when your father was born. He was our first child." "So this camera is forty years old!" Keiko said. "Our family spent a lot of time with this camera. We went to many places with it. And I have taken so many pictures," her grandfather said. ウ "I see. This camera is something special to you," Keiko said. "Right. Some people think that ( ② ). I don't think that's true. I like new things, too. But as you use things for a long time, they will be an important part of your life," said her grandfather.

Keiko said, "I understand now. Well, can I take your picture with your camera? You don't have many pictures of yourself, right? I think I can use your camera if you help me." "Sure. Thank you, Keiko," he answered. "Say cheese! OK. I hope you'll like the picture I took," she said. エ He looked really happy. She said to herself, "I'll take good care of things and use them for a long time, just like him!"

【注】 digital デジタルの photo club 写真部 object 物 album アルバム spent ～を過ごした  
as ～するにつれて part of ～の一部 take good care of ～を大切にすること

### 内容を確認しよう

◇ 本文の内容にあっているものには○、あっていないものには×と答えなさい。

- ア Keiko's grandfather gave her his new album when she visited him. ( )  
イ There were many pictures of Keiko's father taken with the old camera in Keiko's grandfather's album. ( )  
ウ Keiko's grandfather doesn't like to take pictures of his family. ( )  
エ Keiko told her grandfather how to use her new digital camera. ( )  
オ Keiko took her grandfather's picture with his old camera. ( )

## □ 入試問題を解こう

目標 10 分

問1 次の文が入る最も適する場所を本文中の **ア～エ** から選び、記号で答えなさい。  
She didn't understand his words.

( )

問2 下線部①で、Keiko は祖父に「デジタルカメラを買った方がいいよ。」と言っているが、その理由を次の書き出しに続けて日本語で書きなさい。

祖父の古いカメラは Keiko のカメラに比べて \_\_\_\_\_。

問3 ②の ( ) に適するものを **ア～エ** から選び、記号で答えなさい。

ア it is fun to visit many places

イ we all should join the photo club

ウ old pictures are more famous

エ new things are always better

( )

問4 次の英文は、本文を要約したものです。本文の内容にあうように、下線部①～④に適する 1 語を書きなさい。ただし、( ) 内に与えられた文字で書き始めなさい。

Keiko ①( b ) a member of the photo club and got a new digital camera. When she visited her grandfather to show her camera, he told her a story about his old camera.

He bought it about forty years ②( a ). Since then, he has taken many pictures of his family. He bought the camera when Keiko's father was ③( b ), but this isn't the only thing that makes the camera special to her grandfather. It is not just an object to him. He feels that it is one of his family members.

After talking with him, she thought it was good to use things for a long time. She wanted to be ④( 1 ) her grandfather and take good care of things.

① \_\_\_\_\_ ② \_\_\_\_\_  
③ \_\_\_\_\_ ④ \_\_\_\_\_

# Lesson 15

## ● 読解力をつけよう

398 Words 目標 5分

◆次の英文は、ある日、街中でエミリー・スミス(Emily Smith)を見かけた4人の話(report)と、後にエミリー本人が当日のことを語った文章です。これらを読んで、あとの問いに答えなさい。〈千葉 改〉

**Report 1** : Daniel Woods (carpenter)

When I saw Mr. Smith's daughter with another girl at 11:30 a.m., I was walking to the movie theater after leaving the coffee shop. They came out of the theater in front of me, and they looked at the flowers in the flower shop for a minute. They soon left the shop and went south.

**Report 2** : Sarah Kelly (friend)

Emily looked very tired when I saw her in front of the hospital at 9:05 a.m. Soon after she ran out of the bike shop, she went into the supermarket next to the bike shop. At that time she had no bike with her and had nothing in her hands.

**Report 3** : Ben Jones (friend)

I saw Emily when I came out of the station at 8:55 a.m. She was riding a bike. She turned left at the post office and went north. She was in a hurry.

**Report 4** : Helen Ford (teacher)

At 9:15 a.m., I was with my daughter in the park when I saw Emily Smith. Emily went into the book store between two hotels. She had a small paper bag. She soon came out with another girl. The girl looked angry at first but after Emily gave the bag to her, she smiled. Then they ran east and turned left at the coffee shop.

### Emily's story

My friend, Jane, and I went to see a movie that day. We were going to meet at the book store near the park at 9:00 a.m., but I got up late that morning. It was already 8:50 a.m. I had only 30 minutes before the movie started, so I left home by bike. I needed to meet Jane soon. Unfortunately, my old bike broke in front of the city library and I had to push it to the bike shop. I left my bike there, left the shop, and saw a supermarket next to it. Then I remembered Jane liked sweet things very much. So, I thought  was a good idea. When I met Jane in the book store, she was angry at me. The movie was going to start in five minutes, so I said to her, "I'm really sorry," and gave her my present. She looked so happy. Then we ran to the theater and watched the movie. It was a very exciting movie and we enjoyed it a lot.

注 movie theater 映画館 in a hurry 急いで unfortunately 不運にも push ~を押す

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

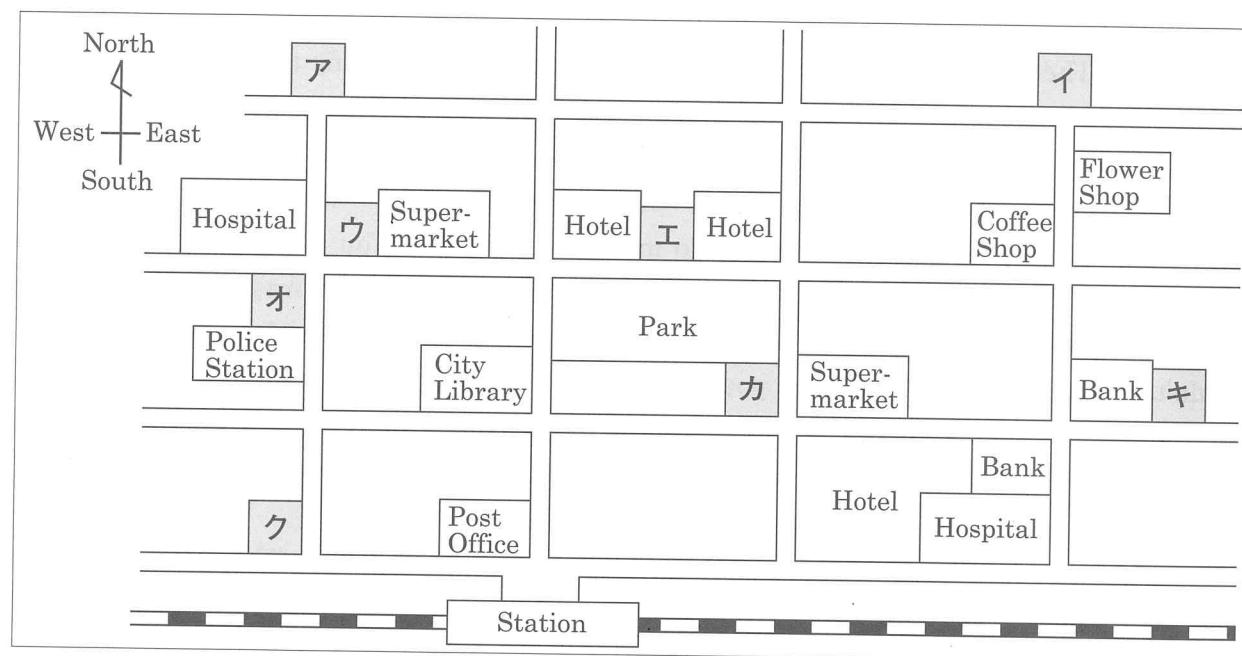
- ア Emily was in a hurry when Ben saw her at 8:55 a.m. ( )  
 イ Emily rode her bike from her house to the book store. ( )  
 ウ Emily got angry because Jane was not at the book store. ( )  
 エ Emily and Jane watched a movie that started at 9:20 a.m. ( )  
 オ Emily and Jane went to the coffee shop after watching a movie. ( )

## □ 入試問題を解こう

目標 2分

問1 本文の内容から考えて、次の3つの建物がある場所を、それぞれ下の地図中のア〜クから1つずつ選び、記号で答えなさい。

- (1) book store ( )  
 (2) bike shop ( )  
 (3) movie theater ( )



問2 本文中の  に適するものをア〜エから選び、記号で答えなさい。

- ア buying a new bike  
 イ buying a new book  
 ウ buying some chocolate  
 エ buying some pizza

( )

問3 本文の内容にあうように、次の質問に英語で答えなさい。

Why did Emily need to push her bike to the bike shop?



## Lesson 16

## ● 読解力をつけよう

403 Words 目標 5 分

◆次の英文は、中学生の浩二(Koji)が、明(Akira)とのできごとを振り返って書いたものです。これを読んで、  
あとの問いに答えなさい。 (静岡)

Last summer, I went fishing at the river with my friend Akira. It was his first time to go fishing. I had two rods, and he used one of them. I was good at fishing, so I was going to teach him. I said to Akira, "I'll show you a big fish." We       A       for the first 30 minutes, but I was       B       to tell him many things about fishing.

Suddenly, Akira called to me, "Koji! It's a big one. What should I do?" I ran to Akira. After a few 5 minutes, Akira got a beautiful big fish with my help. It was our first fish on that day. He shouted, "I got a big one! Thank you, Koji." Soon after that, Akira got another big fish. This time, he didn't need my help. He just showed me his second fish with a smile.

I got many fish, but they were all small. I thought, "I only want a big one," and threw all of them in the river. Then, I went a little far away from Akira and ①( try ) many times. 10

About three hours later, Akira came to me and said, "I've enjoyed fishing very much. Let's go home, Koji." I said, "No, Akira. I haven't got a big fish yet." Akira looked sad, but I didn't understand why Akira wanted to go home.

It started to become dark. Akira came to me again and said, "You are great because you got so many fish." I said, "No, Akira. I can catch a bigger one than you." Akira said, "I know, Koji. But 15 today is my sister's birthday. So, I have to go home now." I knew I should say sorry to Akira, but I couldn't. Then, Akira said, "I'll give you my first fish. I couldn't get it without your help." I said, "No, Akira. That fish is ②( you ). I don't want it." Akira and I didn't say anything for some time.

"I just wanted to catch a big fish for you," I said. But I knew it was not true. The big fish wasn't for Akira. It was only for me. I just wanted to show that       C      . 20

Then, Akira said, "Why don't we come here again next week?" I said, "Yes, Akira. That's a good idea. Next time, I'll get a big fish for you." Akira said, "I'm sure you can do it." I said, "Thank you, Akira. Let's go home together."

注 fishing 魚釣り rod(s) 釣り竿 fish fishの複数形 threw throw(投げる)の過去形

## 内容を確認しよう

◇本文の内容にあっているものには○、あっていないものには×と答えなさい。

- ア Akira went fishing with Koji and said he was going to show Koji a big fish. ( )  
イ Akira got his first big fish with Koji's help, but he didn't say anything to Koji. ( )  
ウ Koji got many small fish, but he didn't want them and threw them in the river. ( )  
エ Koji didn't talk with Akira for some time after saying he didn't want Akira's fish. ( )  
オ Koji and Akira decided to come to the river the next summer to get a big fish for Akira. ( )

## □ 入試問題を解こう

目標 9 分

問1 ①, ②の( )内の語を、適する形に直して1語で書きなさい。

問2 本文の内容にあうように、次の質問に英語で答えなさい。 ① \_\_\_\_\_ ② \_\_\_\_\_

(1) How many rods did Koji have?

(2) Why did Akira have to go home when it started to become dark?

問3 A, Bの( )に適するものの組み合わせをア～エから選び、記号で答えなさい。

ア A : got many fish

B : glad

イ A : got many fish

B : sad

ウ A : got no fish

B : glad

エ A : got no fish

B : sad

問4 浩二の言葉を聞いて明は悲しい表情をしたが、浩二は、そのときの自分はどのようなであったと振り返っていますか。浩二が振り返っていることを、日本語で書きなさい。 ( )

問5 本文中の下線部のように浩二が考えたのは、浩二が、自分の本当の気持ちに気付いたからです。本文中のCの( )を含む1文が、浩二の本当の気持ちを表す文になるように、Cの( )に適するものをア～エから選び、記号で答えなさい。

ア I also had to go home

イ I was good at fishing

ウ I should say sorry to Akira

エ I enjoyed fishing very much

( )



# Lesson 17

## ● 読解力をつけよう

407 Words 目標 5 分

◆ 次の英文を読んで、あとの問いに答えなさい。

〈群馬 改〉

Takeo is a junior high school student. One day, he went to Tokyo to see his friend. When Takeo was walking in a station, he saw an old woman who was sitting on a bench. She stood up and began walking, but she left her handkerchief on the bench. Takeo took the handkerchief and started running to her. He said to her, "Sumimasen." The woman looked at him and said in English, "Oh, hi.   I'm sorry, but I don't speak Japanese. Can you speak English?" Takeo said, "Yes. Well ..." He didn't know what to say. Then the woman saw her handkerchief in his hand and said, "Oh, that's my handkerchief! Thank you for bringing it to me." Takeo said, "You're welcome. Where are you from?" She said, "I'm from Australia and I'm traveling in Japan." Takeo wanted to talk with her more, and said, "Do you enjoy ... Japan?" She answered, "Yes. I'm really enjoying staying in Japan. I have been in Tokyo for five days, and today I will go to Kyoto." After that, they talked together about some other things. Then she said, "Now I have to go. Have a good day." She smiled at Takeo and went away. Takeo was happy to talk with the woman, but he thought, "Was my English really OK?"

The next day, he talked about this experience with Ms. Okada, his English teacher. Takeo said, "Yesterday I helped a woman from Australia and talked with her in English. I often talk with my friends in English in your classes, so it was a good chance to use English." Ms. Okada said, "Good. You had a wonderful experience." Takeo said, "Yes, but I couldn't speak English well." Ms. Okada said, "Don't worry, Takeo. You don't have to speak perfect English. You really communicated with the woman. You should have confidence." Takeo was happy to hear that, and he also thought, "The woman looked happy when she was talking with me. I want to speak English more if I get another chance."

The next week, Takeo talked with Ms. Okada again. He said to her, "I want to speak English better, so I have decided to study English hard. Will you help me?" Ms. Okada smiled and said, "Sure. Please come to me when you want to talk in English." "Thank you, Ms. Okada. I've learned that I can really use English to communicate with many people in the world," said Takeo.

④ bench ベンチ leave ～ ～を置き忘れる handkerchief ハンカチ sumimasen すみません  
travel 旅行する experience 経験 chance to ～ ～する機会 perfect 完璧な  
communicate with ～ ～とコミュニケーションをとる confidence 自信  
decide to ～ ～することを決心する

## 内容を確認しよう

◇ 本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア Takeo spoke to the old woman in English at first. ( )  
イ The old woman who left her handkerchief was from Australia and traveling in Japan. ( )  
ウ Ms. Okada wants Takeo to speak perfect English. ( )  
エ Takeo decided to study English hard to speak it better. ( )  
オ Takeo thinks that English is really useful when he talks to people from all over the world. ( )

## □ 入試問題を解こう

目標 12 分

問1 本文中の   に適する文をア～エから選び、記号で答えなさい。

- ア Do you want to tell me something?  
イ Why do you have my handkerchief in your hand?  
ウ Tell me the way to the station.  
エ Nice to see you again.

問2 本文の内容にあうように、次の質問に英語で答えなさい。

(1) How long did the old woman stay in Tokyo?

(2) What does Takeo often do in Ms. Okada's classes?

問3 本文の内容にあうように、次の質問に日本語で答えなさい。

(1) 年配の女性は、Takeo のどのような行為に対してお礼を言ったか、書きなさい。

(2) Takeo は、自分の経験を通してどのようなことを学んだと Okada 先生に言ったか、書きなさい。

問4 次の英文は、Takeo が授業で行ったスピーチの一部です。本文を参考にして、a～e の ( ) に適するものを、下の [ ] から選び、必要があれば適する形に直して1語で書きなさい。

Have you ever spoken to a foreign person? Today I want to ( a ) you about my experience. I visited Tokyo to see my friend. When I was walking in a station, I saw an old woman from Australia. She was ( b ) on a bench. She left her handkerchief on the bench, so I ( c ) to the woman to give it to her. I talked with her in English, because she didn't speak Japanese. I don't think my English was good, but she ( d ) my English. She ( e ) happy when we were talking together.

④ foreign 外国の

[ look run say sit stop tell understand watch ]

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_  
d \_\_\_\_\_ e \_\_\_\_\_

# Lesson 18

## 読解力をつけよう

408 Words 目標 5 分

◆次の英文は、将悟(Shogo)が書いたスピーチの原稿です。これを読んで、あとの問いに答えなさい。

〈福島 改〉

“Rome was not built in a day.” “Our friendship will last forever.” These are the words that I will never forget. Ryota and Masato gave them to me. I always remember their words when I have a hard time.

Ryota, Masato and I were classmates and we were members of the table tennis club in a junior high school in Fukushima. Last year, I had a table tennis match in June, and I lost it. After that I practiced very hard, but I didn't enjoy table tennis because it was difficult for me to play table tennis well. One week after the match, Ryota and Masato talked to me. Ryota said, “You don't look happy while you are practicing. Why?” I explained ①the reason. Masato said, “Rome was not built in a day. Let's practice hard every day.” I found that they were really worrying about me.

After I heard their words, I decided to practice harder. I practiced with Ryota and Masato after the club activity every day. During summer vacation, I had some practice matches. I lost most of them but I found I played table tennis better. In October, I won a match in a competition. I was really happy. Ryota and Masato looked excited.

They became my best friends, but in February my father said that my family had to live in Tokyo from next April. I wanted to tell that to Ryota and Masato, but I could not. Time passed so quickly, and on my last day at school in March, our teacher said to my classmates that I had to go to another school. All of them were surprised, especially Ryota and Masato.

On my last day in Fukushima, Ryota and Masato came to my house and gave me ②a letter. I read it while I was going to Tokyo. It said, “Our friendship will last forever.” Now, when I have problems in Tokyo, I read the letter. The words from Ryota and Masato support me.

I have learned ③an important thing. Words have great power. They can change how people behave and also can make people strong. I practiced table tennis harder thanks to the words from Ryota and Masato. I get power from the words in their letter when I am depressed. Many words are used every day, but some people don't think much about them. You should think how people feel when they listen to or read your messages.

注 classmates 同級生 match 試合 lost ~ ~で負けた practice matches 練習試合  
most of ~ ~のほとんど won ~ ~に勝った competition 大会 power 力  
depressed 気分が落ち込んで

### 内容を確認しよう

◇本文の内容にあっては○、あっていないものには×と答えなさい。

- ア Ryota, Masato and Shogo were in the table tennis club in a junior high school. ( )  
イ When Shogo won a match in October, Ryota and Masato looked excited. ( )  
ウ Shogo told Ryota and Masato that he was going to move to Tokyo. ( )  
エ Shogo read the letter from Ryota and Masato at his home in Fukushima. ( )  
オ Shogo thinks people should think much about the words they use. ( )

## 入試問題を解こう

目標 11 分

問1 次の英文は、Shogo がスピーチの原稿に書いた出来事を、起こった順にまとめたものです。A～C の [ ] に適する文をア～カから選び、記号で答えなさい。

June	・ Shogo has a table tennis match. ・ [ ] A
October	・ Shogo starts to practice with Ryota and Masato after the club activity.
February	・ Shogo has a competition and feels very happy. ・ [ ] B
March	・ Ryota and Masato know that Shogo will go to another school from next month. ・ [ ] C

ア Shogo's father tells Ryota and Masato about Shogo's new life in Tokyo.

イ Shogo reads a letter written by Ryota and Masato.

ウ Shogo knows that he has to live in Tokyo with his family.

エ Shogo sends a letter to Ryota and Masato.

オ Shogo goes to Tokyo to say goodbye to Ryota and Masato.

カ Shogo finds that Ryota and Masato are worrying about him.

A ( ) B ( ) C ( )

問2 下線部①の説明として適する文をア～エから選び、記号で答えなさい。

ア Shogo could not play table tennis well, so he didn't enjoy it.

イ Shogo was going to live in Tokyo with his family from next April.

ウ Shogo was very happy while Ryota was listening to him.

エ Shogo wanted Ryota and Masato to be good table tennis players.

問3 次の英文は下線部②の内容を示したものです。D と E の [ ] に適する英語を入れて、それぞれの文を完成しなさい。ただし、D の [ ] には連続した2語を本文中からそのまま抜き出して書きなさい。E の [ ] には Ryota と Masato になったつもりで、5語以上で書きなさい。

Dear Shogo,

We [ ] D [ ] when we heard of your plan to go to another school in Tokyo. We hope that [ ] E [ ] in Tokyo as you did in Fukushima. Our friendship will last forever. We will never forget you. Good luck! See you soon.

Your friends,  
Ryota and Masato

D [ ]

E [ ]

問4 次の文は下線部③の示す内容をまとめたものです。F と G の [ ] に適する日本語を、F の [ ] には20字程度で、G の [ ] には35字程度で書きなさい。

言葉には大きな力があり、言葉によって人々は [ ] F [ ] ができるので、 [ ] G [ ] を考えることが大切だということ。

F [ ]

G [ ]

# Lesson 19

## ● 読解力をつけよう

415 Words 目標 5 分

◆ 次の英文を読んで、あとの問いに答えなさい。

〈香川 改〉

Tsutomu is a junior high school student. One day at school Tsutomu and his classmates were studying about a city life. Their teacher asked, "Do you want to live in a city or in the country?" Tsutomu answered, "I want to live in the country," but many other students didn't ① him. Shin, Tsutomu's friend, said, "In Tokyo, there are many shops, so ② it is easy to buy my favorite things. We can see famous people, too. Big cities have everything." Then their teacher asked, "Can you find any good things about the country? Try to find out."

At night Tsutomu told his father about the thing he studied in his class. Tsutomu's father said, "Why don't you visit your grandfather Koji with Shin? He lives in the country. You can show Shin some good things there. Well, I have to work this weekend, so I can't take you to Koji's house." Then Tsutomu asked, "③?" His father answered, "You can go there by train."

Tsutomu left his house with Shin on Saturday morning. Four hours later they arrived at the station near Koji's house. When Tsutomu and Shin were walking along a road, they saw a lot of golden ears of rice in front of them. Shin said, "How beautiful!" Tsutomu said, "Look! My grandfather Koji is working over there." Tsutomu and Shin ran to him.

Just then, a strong wind came and the ears of rice waved like the sea. Tsutomu said, "This is like a beautiful golden sea." Koji said, "You're right. Listen! The sound made by the wind and the ears of rice is like ④ wonderful music to me." Shin said, "Oh, I see." Koji said, "Well, it's almost noon. Let's have lunch together." Tsutomu and Shin said, "Thank you. We are very hungry."

They all enjoyed lunch at Koji's house. Shin said, "This rice ball is really good." Koji said with a smile, "Thank you. I grew rice myself. ⑤ But I love my life with rice." Shin said, "Cool!" They enjoyed talking about the country for a long time. Tsutomu and Shin left Koji's house at three in the afternoon.

When Tsutomu and Shin were on a train to their city, Shin said, "I want to grow rice myself." Tsutomu was ⑥ and said, "What? Do you want to live in the country?" He answered, "Yes, I found some good things about the country. They are the golden sea, the wonderful music, and your grandfather's smile. We can't get them in a city."

注 the country 田舎 grandfather 祖父 golden 金色の ears of rice 稲穂 wind 風  
wave 揺れる rice ball おにぎり grew grow(育てる)の過去形

## 内容を確認しよう

◇ 本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア When Tsutomu and his classmates studied about a city life, Tsutomu said, "Big cities have everything." ( )
- イ Tsutomu's father told Tsutomu to go to Koji's house with Shin to show him some good things about the country. ( )
- ウ When Tsutomu and Shin arrived at the station near Koji's house, Koji was waiting for them there. ( )
- エ Koji told Tsutomu and Shin to have lunch with him at his house, and they enjoyed lunch very much. ( )
- オ Tsutomu and Shin stayed at Koji's house until midnight because they had a good time together. ( )

## □ 入試問題を解こう

目標 8 分

問1 ①の    に適する語句をア～エから選び, 記号で答えなさい。

ア wish for イ agree with ウ stay at エ come from ( )

問2 下線部②の it が指していることがらを, 日本語で書きなさい。問3 ③の    内には, 勉の質問が入る。本文の内容を参考にして, その質問を5語以上の英文1文で書きなさい。

問4 下線部④に wonderful music to me とあるが, 浩司がすばらしい音楽にたとえているものを, 日本語で書きなさい。

問5 ⑤の    に適する文をア～エから選び, 記号で答えなさい。

- ア Taking care of rice is not easy.
- イ Listening to music is not exciting.
- ウ Giving water to rice is not difficult.
- エ Walking along a road is not interesting.

( )

問6 ⑥の    に適する語をア～エから選び, 記号で答えなさい。

ア boring イ wrong ウ surprised エ sorry ( )

問7 本文の内容にあうように, 次の質問にそれぞれ3語以上の英文1文で答えなさい。

(a) How long did it take from Tsutomu's house to the station near Koji's house?

(b) Did Shin find the answer to his teacher's question?



# Lesson 20

## ● 読解力をつけよう

427 Words 目標 5 分

◆次の英文は、電話を発明した(invented)アレクサンダー・グラハム・ベル(Alexander Graham Bell)について述べたものです。これを読んで、あとの問いに答えなさい。〈長野 改〉

On March 10, 1876, in America, Alexander Graham Bell spoke to his machine. "Mr. Watson, come here. I want to see you." This was the first telephone call in the world. His assistant, Watson came into Bell's room and said, "I heard your voice." The telephone was finally born after many years of study. It changed our way of communication.

Bell is ( ① ) as an inventor of the telephone, but he was also a teacher of deaf people. All his 5 life he kept thinking of speech and communication.

Bell's father was a teacher who studied speech. He was famous for making the symbols to show every sound a mouth could make. They were ( ② ) to teach deaf people how to speak. Bell's mother was deaf, but Bell had a special way of communicating with her. He put his mouth near her forehead and then spoke to her. She could understand him without a hearing aid. 10

Through his mother, Bell knew that deaf people wanted to have more communication with people around them. A When he moved to America in 1871, he was given a chance to teach deaf children in school. He taught them how to speak with the symbols he learned from his father. When they could speak words through his teaching, he felt happy. From then, teaching deaf people became special in his life. B He also began to study the science of speech to help them. 15 Those studies led to his later work on the telephone.

In 1886, ten years after Bell invented the telephone, he met a six-year-old girl. Her name was Helen Keller. She was deaf and blind. She couldn't speak and often became angry when her family couldn't understand how she felt. Her father went to see Bell with her to get advice from him. ③Bell ( the woman / gave / her / to / meet / a chance ) who became her teacher. Her name was Anne Sullivan. 20 Helen's life changed. Helen learned words and how to communicate with the world around her. So she wrote a letter to Bell when she was seven years old. ④She began to have hope for her life.

Bell kept helping Helen until he died in 1922. C He said to her, "Go out from your own small world. You should talk about your ideas." She had the courage to tell her ideas to other people. She overcame her handicap and worked for deaf and blind people around the world. 25

Helen wrote about Bell in her first book like this, "⑤He taught deaf people to speak and enabled people to hear voices from different places."

注 machine 機械 Watson ワトソン assistant 助手 voice 声 inventor 発明家  
deaf 耳の不自由な kept ~ing ~し続けた speech 話し方 symbols 記号  
communicating with ~ ~と気持ちを伝えあう forehead 額 hearing aid 補聴器  
led to ~ ~につながった Helen Keller ヘレン・ケラー blind 目の不自由な angry 怒って  
advice アドバイス Anne Sullivan アン・サリバン courage 勇気  
overcame her handicap ハンディキャップを克服した enabled ~ to ... ~に...できるようにさせた

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア Bell couldn't use the symbols his father made when he taught children. ( )  
イ Bell worked hard as a teacher, but inventing was more important than teaching for him. ( )  
ウ The things Bell studied for deaf people were useful when he invented the telephone. ( )  
エ When Helen met Bell for the first time, there were no telephones in the world. ( )  
オ Helen could get advice from Bell and tell people about her ideas. ( )

## □ 入試問題を解こう

目標 10 分

問1 ①, ②の( )に適するものを, 次の□から選び, 適する形に直して書きなさい。

go know put use hear

① \_\_\_\_\_ ② \_\_\_\_\_

問2 A~Cの□に適する文をア~オから選び, 記号で答えなさい。ただし, 同じ記号を2回以上使ってはいけません。

- ア He began to work as a teacher again because he stopped inventing.  
イ She went to many places with him to meet many people.  
ウ She wanted to study more at home because she began to learn words.  
エ He believed that it would be easier for them to send their messages if they could speak.  
オ He worked hard as a teacher and became famous for his way of teaching.

A ( ) B ( ) C ( )

問3 本文の内容にあうように, 次の質問に対する答えの文を完成しなさい。

(1) Did Bell's mother need her hearing aid when Bell spoke to her?

\_\_\_\_\_.

(2) What did Bell study to help deaf people?

He \_\_\_\_\_.

問4 下線部③の( )内の語(句)を, 意味が通るように並べかえて書きなさい。

Bell \_\_\_\_\_ who became her teacher.

問5 ヘレンがベルやサリバンと出会った後, 下線部④のように変化したのはなぜですか。日本語で書きなさい。

問6 次の英文は下線部⑤の内容を説明したものです。本文の内容にあうように, a~dの( )に適する1語を本文中の英語を参考にして書きなさい。

As a ( a ) he taught deaf people how to speak because he wanted them to have ( b ) with others. As an inventor, he made the ( c ). So people could ( d ) voices from one place to another.

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



Lesson 21

● 読解力をつけよう 467 Words 目標 6 分

◆次の英文は、中学生のメアリー(Mary)が職場体験に参加し、グリーンさん(Mr. Green)と出会った時のことについて書かれた文です。これを読んで、あとの問いに答えなさい。 <青森 改>

Mary is a junior high school student. One day her teacher said, "Next Friday we are going to learn about some jobs. Where do you want to go? Make groups of four people and talk about it." Mary and her friends talked together and decided to go to a textile mill near their school. Her teacher said, "Decide what you will do as a member of your group. One student will ask some questions. Two students will write a report and one student will take some pictures." "I don't want to write a report. Who will write the report?" Mary asked. No one answered. Mary's friend said, "I want to take pictures." Another friend said, "Me too." "It's hard to make questions," said her friend. No one wanted to make questions. They stopped talking.

A few days later Mary and her friends visited the textile mill. But they could not decide what they should do. A man was waiting for them in the textile mill. His name was Mr. Green. He said to them, "Good morning." "Good morning," they said, but they were not happy. He told them many things about cloth. He said, "A long time ago, cloth was valuable for many people and making cloth was hard." He also showed them how to make cloth and how many kinds he made at the textile mill. "Do you have any questions?" he asked. They looked down and did not answer him.

Mr. Green said, "Well, let's learn how to make a piece of cloth. Now we must make strong threads. Only one thread is short and weak, but by twisting some threads together, we can make strong threads." The girls tried, but ①it was hard. Mary could not do it alone, but her friends helped her. They made many strong threads together. "Next, let's use these threads to make a piece of cloth." They tried together. At first they did not say anything, but soon one of her friends said, "Mary, could you pull this thread?" "All right." Another friend said, "Making cloth is difficult, but it is fun." Mary and her friends smiled. They worked for one hour and only made a very small piece of cloth. But they were happy. Mr. Green said to Mary and her friends, "Only one thread is short and weak. But if you combine many threads, you can make a strong piece of cloth. You are like this cloth. Working together is important. When you do something, please remember this." Then Mary said to her friends, "I'm sorry. I will write the report." "No, Mary. Let's write it together," they said.

The next day Mary and her friends talked about their report. They said, "We learned many things about making cloth. And we learned ②something important to us too."

注 jobs 仕事 decide(d) ~を決める[た] textile mill 織物工場 cloth 布 valuable 価値がある a piece of 1枚の~ thread(s) 糸 weak 弱い twisting より合わせること alone ひとりで at first 最初は pull 引っ張る combine 組み合わせる

内容を確認しよう

- ◇本文の内容にあっているものには○, あっていないものには×と答えなさい。
- ア Mary's teacher told Mary and her friends to go to the textile mill. ( )
  - イ Mary wanted to write a report on the textile mill before visiting there. ( )
  - ウ Mary asked several questions when Mr. Green said, "Do you have any questions?" ( )
  - エ Mary and her friends were happy when they made a small piece of cloth. ( )
  - オ Mr. Green said it was important to work together. ( )

□ 入試問題を解こう 目標 10 分

- 問1 次の(1)~(4)の英語に続けるのに適するものを, ア~エから選び, 記号で答えなさい。
- (1) One day Mary's teacher asked the students
    - ア where they wanted to go to learn about some jobs.
    - イ where they wanted to take some pictures of the teacher.
    - ウ what they wanted to talk about with the teacher.
    - エ what they wanted to study in their school.
  - (2) When Mary's teacher finished talking,
    - ア only one student in Mary's group said, "I want to talk about some jobs."
    - イ two students in Mary's group said, "I want to take pictures."
    - ウ only one student in Mary's group said, "I want to write the report."
    - エ two students in Mary's group said, "I want to make questions."
  - (3) When Mr. Green said "Good morning," Mary and her friends were not happy
    - ア because Mr. Green was waiting for them in the textile mill.
    - イ because Mr. Green did not decide anything.
    - ウ because Mary and her friends could not say "Good morning."
    - エ because Mary and her friends could not decide what to do.
  - (4) When Mary and her friends visited the textile mill,
    - ア Mr. Green said, "The textile mill was made a long time ago."
    - イ Mr. Green said, "You should work at the textile mill."
    - ウ Mr. Green showed how he made cloth at the textile mill.
    - エ Mr. Green showed how many people made cloth at the textile mill.
- (1) ( ) (2) ( ) (3) ( ) (4) ( )
- 問2 次の英文が本文の内容にあうように, a~cの( )に適する語を, ア~カから選び, 記号で答えなさい。
- Mr. Green said to Mary and her friends, "Let's make a piece of cloth ( a ) many strong threads." At first they said ( b ). Finally they made a piece of cloth. It was very ( c ), but they were happy.
- |            |       |           |       |         |        |
|------------|-------|-----------|-------|---------|--------|
| ア anything | イ for | ウ nothing | エ old | オ small | カ with |
|------------|-------|-----------|-------|---------|--------|
- a ( ) b ( ) c ( )

- 問3 下線部①が指す内容を, 日本語で書きなさい。
- 問4 下線部②が表す内容を, 日本語で具体的に書きなさい。

# Lesson 22

## ● 読解力をつけよう

471 Words 目標 6 分

◆次の英文は、泉(Izumi)がクラスメートの前でスピーチをしている場面です。これを読んで、あとの問いに答えなさい。 〈佐賀〉

I am going to talk about my club activity. I am a member of tea ceremony club. There are some stories that made me happy.

Last year I went to London. I studied English there for three weeks. During the first week of my stay, I didn't feel happy. I could not talk to other students and spent all my time alone.

One day next week, a teacher asked me to talk about Japanese culture to the students in her class. I was surprised to hear that, but I agreed with her idea. I thought and thought about what to talk about. ① But the teacher was very kind to give me some advice. She said to me, "Why don't you talk about your school life in Japan?" I decided to talk about my club activity.

On the day of my speech, I was A of speaking in English. But when I stood up and started to talk, one of the students sitting in front of me gave a big smile to me. I felt happy and enjoyed talking. Many students looked B and some of them asked me questions. I tried hard to answer their questions in English. After that, some students said that they became B in tea ceremony and asked me to tell them more about it. I told them that when we make tea, we move slowly and use tools carefully in front of the guests. ② After the speech, I could have many friends. I enjoyed the last seven days there.

I have another story. We had Jenny as a new ALT of our school just two months ago. On her first day in our school, we were doing preparations for school festival. She was looking around our school buildings to see what the students were doing. Then she came to us and asked what we were doing. I told her about our club activity and said to her, "I will make tea for you at school festival." She smiled and said to me, "Thank you. I will come to see you."

During the festival, many students came to enjoy tea ceremony and Jenny also came. I was happy to see her and made tea for her. She drank it and said, "How nice! Thank you. Please teach me how to make tea."

After the festival, we invited her to our club and practiced tea ceremony together. We enjoyed making tea. She said, "This is my first year as an ALT in Saga. On the first day I was afraid that I couldn't enjoy teaching here. ③ Japanese students are very kind like you." I said to her, "I want to learn English with you!" She had a big smile on her face.

Our Japanese culture is really wonderful! I am happy to be a member of tea ceremony club.

Thank you.

【注】 tea ceremony 茶道 advice アドバイス tool(s) 道具 guest(s) 招待客  
do(ing) preparations for ～ ～の準備をする invite(d)～ ～を招待する

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア During her stay in London, one of the teachers told Izumi to study English harder. ( )  
イ Some students of her school in London were kind to help her to make her speech. ( )  
ウ Izumi asked Jenny to come to the tea ceremony at the school festival. ( )  
エ After the school festival, Jenny practiced tea ceremony with the members of tea ceremony club. ( )  
オ Izumi feels that it is not easy for foreign people to understand Japanese culture. ( )

## □ 入試問題を解こう

目標 4 分

問1 下線部について、その理由を日本語で書きなさい。

問2 ①～③の□に適する文をア～エから選び、記号で答えなさい。

- ア But now I have begun to think I can.  
イ She felt that it was difficult for her to teach others how to make tea.  
ウ I worried very much and sometimes couldn't sleep well at night.  
エ And I said this shows that we think they are important and we want them to enjoy the time.  
① ( ) ② ( ) ③ ( )

問3 A, B の□に適する語をア～エから選び、記号で答えなさい。

- ア tired  
イ interested  
ウ afraid  
エ sad

A ( ) B ( )

問4 本文の内容にあうように、次の質問に英語で答えなさい。

(1) What did Izumi talk about to the students of her school in London?

(2) Why did Izumi enjoy the last seven days of her stay in London?

# Lesson 23

## ● 読解力をつけよう

488 Words 目標 6 分

◆次の英文は、中学生の一郎(Ichiro)君が、「グリーン・ツーリズム(Green Tourism)について学んだこと」というテーマで書いたスピーチ原稿です。これを読んで、あとの問いに答えなさい。〈宮崎 改〉

About 70% of our country is mountains. Most of them are forests. The forests are important for us. If people don't take care of them, their condition will become bad. The rain water goes through mountains and then it goes from the rivers to the sea. After that, the sea water goes back to the mountains as rain again. I learned about these things in school classes. I thought that the water of the mountains, the water of the rivers, and the water of the sea looked different, but ①they are one. 5 I mean that they are connected. I also learned from a TV program that some fishermen were growing trees in the mountains for the sea. I thought that their activity was great. I felt that there were still a lot of things I didn't know about mountains.

The next day ②I decided to learn more about mountains. When I was looking for some information about them, I found the words "Green Tourism." I heard about it before, but I didn't understand it 10 well then, so I studied about Green Tourism. It means that we can enjoy having contact with people, nature and culture in ( ③ ) places as farming villages, mountain villages and fishing villages. Big cities have good things. Rural areas have good things too. If people from these two have contact with each other, they can share many good things to make a better society.

A few days later I had a telephone call from my grandmother. She lives near the mountains and 15 grows many different vegetables in her farm. She said, "If you can help me with harvesting some vegetables in the farm, it'll be so good for me." My family went to the farm to work with her. We harvested ( ③ ) vegetables as tomatoes and cucumbers for about two hours. After that we ate them. They were so delicious! She said, "Water from the mountains is very important to have delicious foods. I thank the mountains which give water to us." 20

My grandmother also showed me a picture. There were young people in it. They looked so happy. I asked my grandmother, "Who are they?" She answered with a smile, "They are from big cities. They come to my house to have the experience of working in the farm. I always enjoy talking about many things with them. I'm happy because they learn about our life and people in rural areas." I also asked her, "Is your activity Green Tourism?" She answered, "Yes, it is. They can understand 25 more about the foods they eat. Then they can change their ways of seeing foods. Finally they can have a chance to think about people, environmental things and culture. I hope they can."

I like ④her Green Tourism activity very much. I want to give people a chance to have some experiences like Green Tourism and to have good contact with many other people in the future.

注 most of ほとんどの condition 状況 connect つながる fisherman 漁師 grow 育てる  
have contact with ～と交流を図る nature 自然 rural area 地方 society 社会  
vegetable 野菜 harvest 収穫する delicious おいしい

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

ア Ichiro learned from a book about some fishermen growing trees in the mountains for the ocean. ( )

- イ Ichiro didn't understand the meaning of the words "Green Tourism" when he first heard it. ( )  
ウ Ichiro thinks that there are more good things in big cities than in rural areas. ( )  
エ When Ichiro ate the vegetables harvested on his grandmother's farm, he thought they were delicious. ( )  
オ Ichiro's grandmother always enjoys talking to the young people who visit her to have the experience of working in the farm. ( )

## □ 入試問題を解こう

目標 5 分

問1 次の英文を本文の内容にあうように完成させるのに適するものを、ア～ウから選び、記号で答えなさい。

- (1) Ichiro learned ( ) in school classes.  
ア that the forests would become bad without taking care of them  
イ that 70% of our country is mountains and rivers  
ウ that it was very easy to get much water ( )  
(2) When Ichiro and his family went to his grandmother's house, ( ).  
ア they worked very hard for three hours in the farm  
イ they ate tomatoes and cucumbers after talking a lot  
ウ they harvested some vegetables with his grandmother ( )

問2 下線部①が指すものを、具体的に日本語で答えなさい。

問3 下線部②のように一郎君が決めた理由として適する文をア～エから選び、記号で答えなさい。

- ア Ichiro thought that he wanted to tell his grandmother about many mountains.  
イ Ichiro thought that he should live near the mountains with his family.  
ウ Ichiro thought that everyone would study hard about mountains at home.  
エ Ichiro thought that there were still many things he didn't know about mountains. ( )

問4 ③の( )に共通して入れるのに適する語をア～エから選び、記号で答えなさい。

- ア with イ same ウ like エ such ( )

問5 下線部④について、一郎君のおばあさんはこの取り組みを通して、若者たちにどのようなことを期待していますか。45字以内の日本語で答えなさい。

問6 次の英文は、本文の内容をまとめたものです。a～dの( )に適する1語を書きなさい。

Ichiro learned about how ( a ) goes through mountains, rivers and the sea, and then back to the mountains. After he learned about mountains in classes or on TV, he decided to learn more about them. Later he learned what Green Tourism was. After that Ichiro's family went to the farm to ( b ) their grandmother with her job. Then Ichiro's grandmother told him that water from the mountains was very important to get delicious foods. She thanked the mountains ( c ) giving water to them. She wants young people ( d ) to her house to know and think about many things through Green Tourism. Ichiro wants to do something like Green Tourism. He hopes that people will have some experiences through it and have good contact with many other people.

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



# Lesson 24

## ● 読解力をつけよう

501 Words 目標 6 分

◆ 次の英文を読んで、あとの問いに答えなさい。

〈愛媛 改〉

One day in September, Mr. Suzuki, an English teacher, took a new foreign English teacher to Yuki's class. He said, "This is Mary, your new ALT. Mary, this is your first class, so could you talk about yourself?" Mary said, "OK.  A  everyone. I'm Mary. I'm from Australia. I learned Japanese in college in Australia. I'm very excited to work as an ALT. Let's enjoy today's English class."

5

A few weeks later, Mary talked with her friend, Lucy. Lucy said, "Do you like music, Mary?" "Yes, of course," said Mary. Lucy said, "[  ア  ] I've practiced the koto for about three months. I feel very relaxed when I'm playing it." Mary said, "I want to practice it, too, Lucy." "You can practice it with me next Saturday," said Lucy. "Really? I'm happy to hear (B) that," said Mary.

The next Saturday, Mary had her first koto lesson. After that, she talked with Lucy's Japanese friend, Naoko. Naoko said, "Some foreigners are practicing the koto for an international festival. It'll be held in January next year.  C  Mary?" "Sure. I'll practice the koto hard for the festival," said Mary.

One day in December, Mary talked about the international festival in Yuki's English class. Mary said, "I'll play the koto with my friends at the festival, so I'm practicing it very hard now. Many foreigners will come to the festival. You can talk to them and learn a lot of things about their countries there." "[  イ  ] I'll ask my friends to go there with me," Yuki thought.

One month later, Yuki and her friend, Rika went to the festival. They found Mary. She was wearing a kimono. "You're beautiful, Mary," said Rika. "[  ウ  ] Thank you, Rika. My friends and I will play the koto soon. I'm very nervous," said Mary. "Don't worry, Mary. You've practiced the koto very hard. Please enjoy playing the koto," said Yuki. "Thank you, (D) I will," said Mary. Their performance was very good. Yuki and Rika took some pictures with Mary after the performance.

There were many kinds of foods from different countries at the festival. Mary made cookies at home and brought them to the festival. Yuki and Rika ate some of her cookies and they were very good. They also ate curry made by people from India for lunch. It was a little hot, but very good.

After lunch, Yuki and Rika talked with Mary's friends in English. Mary helped Yuki and Rika, so Yuki and Rika understood them and learned some things about cultures of their countries. Yuki and Rika enjoyed the festival very much.

Yuki came home and talked about the festival with her mother and father. Her mother said, "Yuki, you had a very good experience at the festival." Yuki said, "[  エ  ] There were a lot of people from other countries at the festival. They learned about Japanese culture. Now I want to learn more about Japanese culture, too." "You should know more about Japanese culture. It's also important when you want to understand cultures of other countries better," said her father.

注 foreign 外国の ALT 外国語指導助手 koto こと(箏) relaxed くつろいだ

lesson けいこ, レッスン foreigner(s) 外国人 international 国際的な be held 開催される

nervous 緊張した performance 演奏 cookie(s) クッキー India インド hot からい

experience 経験

## 内容を確認しよう

◇ 本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア Mary was asked to talk about herself in her first English class. ( )  
 イ Lucy started practicing the koto in April to play at the festival. ( )  
 ウ Mary played the koto with Yuki and Naoko at the festival. ( )  
 エ Yuki and Mary made cookies and brought them to the festival. ( )  
 オ A lot of foreigners learned about Japanese culture at the festival. ( )

## □ 入試問題を解こう

目標 8 分

問1 A, C の  に適するものをア～エから選び, 記号で答えなさい。

- |                            |   |
|----------------------------|---|
| A ア Good to see you again, | イ I haven't seen you for a long time,       |
| ウ Nice to meet you,        | エ I haven't written to you for a long time, |
| C ア Could you look for it, | イ Why don't you buy it,                     |
| ウ Could you teach them,    | エ Why don't you join them,                  |
- A ( ) C ( )

問2 下線部 B の具体的な内容を表すように, 次の( ア ), ( イ ) に日本語を書きなさい。  
 ( ア ) に, ルーシー(Lucy)と一緒に( イ ) こと。

ア \_\_\_\_\_  
 イ \_\_\_\_\_

問3 下線部 D の I will の後に英語 4 語が省略されています。連続した 4 語を, 本文中からそのまま抜き出して書きなさい。

問4 次の文が入る最も適する場所を, 本文中のア～エから選び, 記号で答えなさい。  
 That sounds interesting.

( )

問5 次のア～エの英文を, 本文の流れに従って並べかえ, 記号で答えなさい。

- ア Yuki took some pictures with Mary after Mary played the koto.  
 イ Yuki heard about the international festival from Mary.  
 ウ Yuki talked about the international festival with her parents at home.  
 エ Yuki learned about cultures of other countries from Mary's friends.

( ) → ( ) → ( ) → ( )

問6 次の質問に対して最も適する答えとなるように, ( ) に入る英語を, 下の  の中から選び, 正しい形に直して 1 語で書きなさい。

What did Yuki learn from her father?

She learned that ( ) more about Japanese culture was needed to understand foreign cultures better.

make know teach buy



# Lesson 25

## ● 読解力をつけよう

516 Words 目標 6 分

◆次の英文は、高校生の次郎(Jiro)さんが、英語の授業中に自分の祖父(grandfather)について発表したものです。これを読んで、あとの問いに答えなさい。 (徳島 改)

My grandfather is great. I'm going to talk about him. He always tries to study new things. After retiring from his job, he has studied sign language, calligraphy and so on. Now he is studying how to use computers. He also studies English hard. He likes studying very much.

First, I'll tell you about him and computers. There was already one computer in my house. We used it to do many things. But my grandfather never tried to use it. One day I got a ticket for a trip for him on the computer. He said, "Thanks. I'm surprised. It is very easy to get a ticket on the computer!" I said, "Yes, it is."

A few weeks later, I was using the computer to make my report with some pictures. My grandfather came to me, and said, "You have made your report with pictures. It is very good and beautiful."

①He became interested in computers.

He started to study how to use computers in a class for senior citizens, and bought some books about computers. He also bought a new computer. He enjoyed the class, and he studied for about two hours every day. When he first began to study, he couldn't use computers well, so he asked me many questions. Now he can use computers better than me and enjoys using them. He can get tickets for his trips or look for good hospitals on the Internet.

On the computer, he can make leaflets with pictures and is also going to make a web page for the senior citizens group in his town. When he showed the leaflet he made to the members of the group, they said, "You've made it! It is very wonderful and beautiful." He was very happy to hear that. My grandfather said to me, "I'm going to make a web page for the group. I want to study more about computers to make a good web page. When we learn more, we can do more." Now he is trying to make it.

Next, I want to tell you about ②my grandfather and English. He traveled to Canada with his friends last year. When he came back, he showed me many pictures of Canada, and said, "I enjoyed visiting many beautiful places. When I went shopping, I tried to use English. It was difficult for me to speak English, but I tried it. I was very happy because the clerk understood me. If I can speak English better, I can enjoy the trip more. I've decided to study English every day." He studies English very hard. He repeats English words and sentences he has learned from books and CDs. He said, "This is a good way for me to study English. I want to go to many countries and talk with people in English."

He said, "I like and enjoy studying new things because I can get different ideas and new information. That makes my life fruitful. It is interesting for me to study." I think his words are true. I want to enjoy studying new things as he does.

注 retire(retiring) 退職する sign language 手話 calligraphy 書道 report レポート  
senior citizen(s) 高齢の人 leaflet(s) ちらし web page ホームページ clerk 店員  
sentence(s) 文 fruitful 実り多い

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア Jiro's grandfather knows sign language and teaches it to other people. ( )  
イ Jiro's grandfather asked Jiro many questions about computers and English. ( )  
ウ Jiro's grandfather is going to make a web page for the senior citizens group. ( )  
エ Jiro's grandfather talked to a clerk in English when he traveled to Canada. ( )  
オ Jiro's grandfather always tells Jiro to study hard at school every day. ( )

## □ 入試問題を解こう

目標 6 分

問1 本文の内容にあうように、次の質問に、それぞれ指定された語数の英文で答えなさい。ただし、符号は語数に含まないものとします。

(1) Was it difficult for Jiro to get a ticket for his grandfather on the computer? (3 語)

(2) When did Jiro's grandfather go to Canada with his friends? (5 語)

問2 下線部①について、次郎さんの祖父が、コンピュータに興味をもったのはなぜですか。その理由として適する文をア～エから選び、記号で答えなさい。

- ア 次郎さんの家では、家族が使いやすいように、コンピュータが2台あったから。  
イ 次郎さんが、コンピュータを使って、写真の入ったレポートを作成していたから。  
ウ 次郎さんの祖父は、近所で開かれるコンピュータ教室の広告を見たから。  
エ 次郎さんが作ったホームページは、高齢の人たちに評判がよかったから。

問3 下線部②について、次郎さんの祖父は、現在どのような方法で英語を勉強していますか。具体的に日本語で書きなさい。

問4 次の英文は、次郎さんが、この発表の前に、留学生のリック(Rick)さんと、次郎さんの祖父について話をした対話の一部です。本文の内容にあうように、( a )には4語、( b )には6語の英語を入れて、それぞれ英文を完成させなさい。

Jiro : My grandfather is great because he tries ( a ).

Rick : That's wonderful. What does he try to study?

Jiro : He has become interested in computers and started to learn how to use computers in a class for senior citizens. He also studies English.

Rick : Computers and English?

Jiro : Yes. He enjoys studying because he can ( b ). He says studying is interesting.

a

b

# Lesson 26

## ● 読解力をつけよう

526 Words 目標 6 分

◆ 次の英文を読んで、あとの問いに答えなさい。

〈埼玉 改〉

Ayako is a junior high school student and her homeroom teacher is Mr. Tanaka. He said to the students in class, "You will have work experience next month. So think about the future and the work experience you want. Then talk about these with your family. This is your homework. Next Monday you are going to talk about it with your classmates in class."

That evening Ayako talked to her family about the homework. She said, "I have no idea about the future. What should I do?" Her mother said, "You don't need to worry about it now." Her brother said, "When I was a junior high school student, I was like you. But I was interested in environmental science when I was a third year student in high school. Now I'm studying it at college." Her father asked, "What are you interested in?" Ayako couldn't answer. He continued, "You should think about that first."

Next Monday when class started, Mr. Tanaka said to the students, "Talk to the person next to you about the future and work experience. Then give some advice to each other." The person next to Ayako was Robert. He was from Australia. They enjoyed playing basketball at school and were good friends.

"Well, Robert, do you have any ideas about the future and work experience?" Ayako asked.

"Yes. I want to go to a hospital for work experience. When I was sick in the hospital, a nurse tried hard to help me in English. And she took good care of me. I was very glad. So I want to be a nurse in the future and help people," he said. "How about you, Ayako?"

"I have no idea about the future," she said, and then talked to him about her father's advice.

"Your father's advice sounds good," he said. "OK. I'll ask you some questions. What do you like to do?"

"I like to play basketball on the school's basketball team," she answered.

"I like basketball too. Why are you interested in it?" he asked.

"Because it's fun to play. And I'm the captain of my team, so I teach basketball to the younger members. I'm interested in that," she answered.

"I think you are good at teaching basketball, and all the members like you," he said.

"Oh, thank you," she said.

"Well, Ayako, how about a school teacher as a future job?" he said. "I think you will take good care of students."

"Thank you. I think it is an important job. OK. I'll think about it," she said. At the end of class she was happy because she had an idea for her future job. She thought listening to her father's advice and talking with Robert were useful.

The next week Ayako and Robert were talking again. He said, "Well, Ayako, did you think about work experience? Where do you want to go for it?" Ayako smiled and said, "I'm thinking about teaching at school as a future job, so I want to go to an elementary school for work experience. If I work as a teacher, I need to learn a lot of things. I'm studying harder now."

注 homeroom teacher 担任の先生 work experience 職場体験 environmental science 環境科学  
college 大学 advice 助言, アドバイス captain キャプテン be good at ~ ~が上手である  
job 仕事 end 終わり elementary school 小学校

## 内容を確認しよう

◇ 本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア Robert is a good friend of Ayako's and wants to be a nurse to help people. ( )  
イ Robert thinks that Ayako should become a basketball player. ( )  
ウ When Ayako told her family about the homework, her mother told her to think about what she was interested in. ( )  
エ Ayako's brother is studying environmental science at college. ( )  
オ Ayako thinks that she should study harder to become a teacher. ( )

## □ 入試問題を解こう

目標 8 分

問1 次の(1), (2)の英語に続けるのに適するものを, ア〜エから選び, 記号で答えなさい。

- (1) When Ayako's brother was a junior high school student,  
ア he thought he didn't need to worry about the future.  
イ he had no idea about the future.  
ウ he was interested in environmental science.  
エ he wanted to go to college.  
(2) After talking with Robert, Ayako was happy because  
ア he wanted to talk with her father about the future.  
イ he also wanted to take care of the team members.  
ウ he thought her team practiced harder than his team.  
エ he gave her an idea about her future job.

(1) ( ) (2) ( )

問2 Ayako が職場体験の希望を考えるうえで最も役立った家族の助言を, 日本語で答えなさい。

問3 本文の内容にあうように, 次の質問に英語で答えなさい。

What does Ayako do as the captain of her team?

問4 次の英文は, 本文の内容をまとめたものです。a〜dの( )に適する1語を書きなさい。

Mr. Tanaka gave the students homework. He ( a ) them to talk with their family about the future and work experience.

Next Monday Ayako and her friend Robert talked about the future in Mr. Tanaka's class. Robert had a ( b ) but she didn't. Talking with Robert was useful for her to ( c ) what to do in the future.

The next week Ayako and Robert talked again. Ayako was interested in ( d ) a teacher. She began to study harder.

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

# Lesson 27

## ● 読解力をつけよう

563 Words 目標 7 分

◆ 次の英文を読んで、あとの問いに答えなさい。

〈東京 改〉

Mary was a junior high school student. Her family loved swimming. Her two brothers, John and Tom, were the best swimmers in the city. Her parents were P.E. teachers. Mary, the youngest child in the family, was very good at swimming, too. She practiced swimming every day after school at a swimming club in the city. She had a rival there. Her name was Betty. She swam almost as fast as Mary, but Mary always swam faster than Betty. She never defeated Mary in a race. They knew each other, but they didn't talk much. Both Mary and Betty always wanted to swim faster than each other.

One day, Mary was defeated by Betty in a race. That was a first experience for her. She was shocked. After the race, Mary wasn't able to improve her times. First, she began to practice harder. Then she asked her coach to tell her other ways to practice swimming. She followed each of them. But that didn't work. She didn't know what to do. Betty also practiced hard, and improved her times. Mary stopped going to the swimming club.

Mary's family worried about her. They gave her some advice. Her mother said to her, "Everyone has had an experience like that." Her father said to her, "Don't worry. Just keep practicing, and your times will get better soon." Her brother John said to her, "Why don't you try some other sports? I think that will help you." Her brother Tom said to her, "I think you should try swimming slowly. Try thinking about your swimming form. I sometimes practice that way when I get into a deep slump." Mary understood what they felt for her. But she didn't go to practice. Every day after school, she just stayed home. She wondered what she should do with her life.

Two weeks later, a letter arrived for Mary. She opened it. It was from Betty. She was surprised to get a letter from Betty. She started to read it.

Dear Mary,

I haven't seen you for two weeks. Are you all right? I miss you very much. I always wanted to swim faster than you, but now I can't practice as hard as before. I've found I really need you. Please come back to the club again!

Yours, Betty

When Mary read the letter, she was happy to learn that she was important to Betty, and she remembered some things.

"When Betty was practicing hard and improved her times, I wanted to practice more. When I made a new record in a swimming race, John and Tom were very happy. When I was able to swim twenty-five meters for the first time, my father got more excited than I."

Mary knew her family always helped her. She thought, "I was able to keep swimming because of my family's help. And I have a good rival who practices swimming with me." She decided to swim again.

The next day, Mary went to the swimming club. Other swimmers said some kind things to her. She saw Betty. Betty said to Mary, "Let's practice together!" and smiled. Mary was very glad to see her again.

For six months, Mary practiced very hard with Betty. Then she made a new record in a race. Mary was very happy. She knew that she and Betty were good friends. And that made her happier.

注 swimmer 水泳選手 rival ライバル defeat 負かす race 競争 be shocked ショックを受ける  
improve 更新する advice 助言 form フォーム slump 不調 record 記録

## 内容を確認しよう

◇ 本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア Both John and Tom were very good at swimming. ( )  
イ Mary's parents taught P.E. to students at school. ( )  
ウ When Mary stopped going to the swimming club, John told her to try some other sports. ( )  
エ Betty wrote in her letter that she wanted Mary to come back to the club. ( )  
オ After reading the letter from Betty, Mary couldn't see Betty at the club the next day. ( )

## □ 入試問題を解こう

目標 6 分

問1 下線部の内容を次のように表すとき [ ] に入れるのに適するものをア～エから選び、記号で答えなさい。  
But [ ] didn't work.

- ア beginning to practice swimming harder  
イ trying to improve Betty's times  
ウ following other ways to practice swimming  
エ going to the club to practice swimming ( )

問2 次のア～エの英文を、本文の流れに従って並べかえ、記号で答えなさい。

- ア After practicing very hard with Betty for six months, Mary made a new record in a race.  
イ Betty swam almost as fast as Mary, but Betty never swam faster than Mary.  
ウ Mary didn't go to practice for two weeks, and she got a letter from Betty.  
エ Betty defeated Mary in a race for the first time, and Mary was shocked.  
( ) → ( ) → ( ) → ( )

問3 次の(1), (2)の英語に続けるのに適するものを、ア～エから選び、記号で答えなさい。

- (1) Mary understood what her family felt for her when [ ].  
ア her family gave her some advice  
イ she kept practicing and her times got better soon  
ウ Betty missed her very much and worried about her  
エ she swam slowly and tried some other sports  
(2) Mary thought, "I was able to keep swimming because [ ]."  
ア other swimmers in my club said kind things to me  
イ my family always helped me and I had a good rival  
ウ Betty smiled when she saw me at the swimming club  
エ I decided to go to the swimming club again

(1) ( ) (2) ( )

問4 本文の内容にあうように、次の質問に英語で答えなさい。

(1) Who told Mary to try thinking about her swimming form?

(2) What did Mary learn when she read the letter from Betty?



# Lesson 28

## ● 読解力をつけよう

590 Words 目標 7 分

◆高校生の和樹(Kazuki)は、「みんなに紹介したい人」について次の英文を書き、クラスで発表しました。これを読んで、あとの問いに答えなさい。 (山梨 改)

Did you know that about 25% of people in the world cannot use electricity? Today, I would like to talk about a boy. His name is William Kamkwamba. He made electricity by himself to make his family's life better.

I read about William in a book my sister gave to me last month. When she gave me the book, she said, "Electricity is very important in our lives. By reading this book, you will learn how hard the boy worked to make electricity."

William was born in 1987. He lived with his father, mother and sisters. They did not have electricity. William's father was a farmer. He grew corn to eat and also to make money for his family. He wanted to grow more corn, but it was difficult for him to do this because they could not use electricity.

In 2001, when William was fourteen years old, they could not grow much corn because the weather was very bad. They had little rain. William's father could not sell much corn, so William gave up going to school and helped his father on the farm.

William liked science and he was interested in how cars and radios worked. He left school, but he really wanted to study science. So, he went to the school library and read science books when he had time. He could not go to the classes but he enjoyed reading books by himself.

One day, in the school library, William found a book which showed him how electricity was made by both water and wind. He found the book very interesting. He said to himself, "We have wind in this country. I can make electricity if I use a windmill. I will try to make a windmill to make our lives better. Then, even at night, I can read books and my father and mother can work."

William started to make a windmill with things which were not used any more in his town. It was very hard for him to make a windmill, but he tried again and again. At last, he made his first windmill which was about five meters high.

William's family and many people in his town came to see it. They asked him, "What is this? Why did you make it?" William wanted to show them how it worked and he was just waiting for the wind. Soon there was wind and the light on the windmill began to shine. All the people around the windmill were very surprised to see this. William was happy because his windmill could catch wind and make electricity. "Great, William! You have made electricity. It's wonderful," someone said with a smile. William was very glad to see the smile. William said to the people, "I made this windmill to make electricity for my family. Now I hope that more people in this country can use electricity. This will change our lives." After that, he tried to make his windmill better to make more electricity.

The windmill made William famous. In 2010 he went to a school in America. He has studied there since then. He is also writing books and making speeches about how he made electricity. By doing these things, he tries to change the lives in his home country.

After I read this book, I learned something important from William. He learned how to make electricity by reading a book and he changed his life. If we try to do this, we will really understand that learning things is very important for us.

㊦ electricity 電気 himself 彼自身 lives life の複数形 grew grow(栽培する)の過去形

corn トウモロコシ windmill 風車による発電装置 shine 光る

## 内容を確認しよう

◇本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア About 25% of the people in the world use electricity which is made by wind. ( )  
 イ William tried to make a windmill with the things he bought at the store. ( )  
 ウ Many people in William's town were interested in the windmill William made. ( )  
 エ William's first windmill made electricity for all the people in his country. ( )  
 オ William went to a school in America and he is still studying there now. ( )

## □ 入試問題を解こう

目標 5 分

問1 次の問いに対する答えとして適するものをア～エから選び、記号で答えなさい。

- ① Why did Kazuki's sister give Kazuki the book?  
 ア Because she wanted him to study how to make electricity by himself.  
 イ Because she wanted him to know how hard the boy worked to grow corn.  
 ウ Because she wanted him to learn how hard the boy worked to make electricity.  
 エ Because she wanted him to make electricity in the boy's country.  
 ② How did William learn the way to make electricity?  
 ア By reading a book he found in the library.  
 イ By asking his science teacher.  
 ウ By watching a windmill in his town.  
 エ By going to a school in America. ① ( ) ② ( )

問2 次のア～オの英文を、本文の流れに従って並べかえ、記号で答えなさい。

- ア He tried to make a windmill again and again to make electricity.  
 イ William was born in 1987 and he lived with his father, mother and sisters.  
 ウ William's father could not sell much corn, so William left school and helped his father.  
 エ At last, he made a windmill and could make electricity with it.  
 オ He visited the school library and found a book which showed him how to make electricity.  
 ( ) → ( ) → ( ) → ( )

問3 本文中の□に適する文をア～エから選び、記号で答えなさい。

- ア We should read books in the library if we want to grow more corn.  
 イ We can use the things we have learned and make our lives better.  
 ウ We should use more electricity every day and change our lives.  
 エ We cannot learn new things if we do not study very hard at school. ( )

問4 次の英文は、和樹の発表を聞いたクラスメイトの京子を書いた感想の一部です。本文の内容にあうように a～d の ( ) に適する 1 語を書きなさい。

I was surprised to hear Kazuki's speech because so many ( a ) in the world cannot use electricity. William learned a lot of things from books ( b ) going to classes at school, so I think he is great. He had a hard time but he tried again and again to make electricity by ( c ) wind. He changed his ( d ) with the things he learned. We are learning many things every day. It is important for us to use these things in our lives.

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



# Lesson 29

## ● 読解力をつけよう

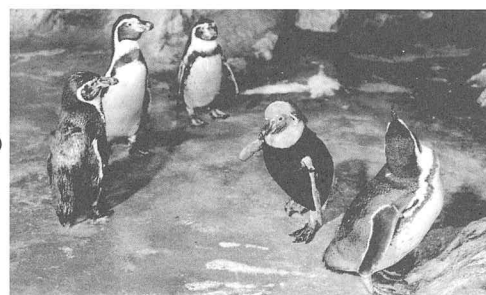
674 Words 目標 8 分

◆ 次の英文を読んで、あとの問いに答えなさい。

〈都立戸山 改〉

On March 3rd last year, a one-year-old penguin ran away from a sea life park in Tokyo. It was later seen near the Rainbow Bridge and in some other places. The keepers worried about the bird day and night. Then, on May 24th, the park got telephone calls from some people. They said that a penguin was swimming near the Gyotoku Bridge over the Edogawa River. The keepers went there in a hurry, and got near the bird very slowly. At last, one keeper caught the bird by hand. ① He said ( was / 5 to / very / that / get / he / happy ) it back safely.

This story was reported in the newspapers, on TV, and on the Internet. People became interested in the penguin. So, after the small penguin was brought back to the park, a lot of people flocked there to see it. Actually, this penguin was 10 just one of the 135 Humboldt penguins which were kept in the sea life park. All over Japan about 3,800 penguins are kept in places like zoos and aquariums. This number is about 25% of the penguins that are kept in the world. And Japan has more penguins in captivity than any other country.

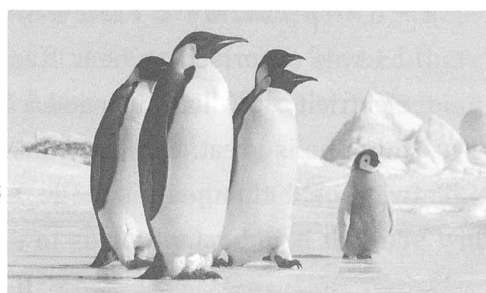


Humboldt penguins

Penguins cannot fly in the sky, and do not walk fast on land, but in the sea they swim very well. Some of them can swim fifty meters in about six seconds. They swim faster than any other kind of birds. They swim fast to catch small fish and krill, for example. While they are swimming, they will be safe because the colors of penguins — white on the front, and black or gray on the back — are not easy for enemies to see. An enemy swimming below a penguin cannot see it well. When the enemy 20 looks up at it, the white on the penguin's front may blend with the bright sky. An enemy swimming above a penguin cannot see it well, either. When the enemy looks down at it, the dark color on the penguin's ② may blend with the dark sea.

How many species of penguins are there in the world? Some researchers say that there are 18 species. Other researchers say there are 17, 19, or 20 species. Many people think that all wild 25 penguins live only in the Antarctic. This is not true. In fact, only one species — the emperor penguin — lives there all the time. The Humboldt penguin lives on the western side of South America. One species lives near the equator — on the Galapagos Islands. Another species lives in South Africa. The smallest species — the blue penguin — lives in Australia and New Zealand. Two species live in the woods in New Zealand. Some other species live on small islands around the Antarctic. 30

What is the largest species of penguins? It is the emperor penguin. It is about 100 to 130 cm long, and weighs around 35 kg. After the female emperor penguin lays an egg, the male penguin warms it. He holds the egg on his feet and covers it with his belly for about 65 days in the cold winter. 35 During that time he eats almost nothing. But he is not alone. He stands very close to many other male penguins with the eggs to warm himself. What is the female penguin doing



emperor penguins

while he is with the egg? She is looking for food in the sea. When the baby bird is born, she returns and takes care of it. Then the father is free and goes to the sea to look for food. 40

Now some species of penguins are almost dying out. Their environment is changing. For example, the temperature is rising, and sea ice is melting. When sea ice disappears, it is hard for krill to live. So, the number of krill is going down. This means that there is ③ food for penguins. In some areas the number of penguins has dropped to about 20%. If the rising of the global temperature cannot be stopped, some species may die out. We have to do something to protect them. 45

注 keeper 飼育員 in a hurry 急いで flock (大勢が)集まる aquarium 水族館  
in captivity 飼育されて second 秒 krill オキアミ enemy 敵 blend with ~ ~に溶け込む  
species 種 researcher 研究者 the Antarctic 南極地方 equator 赤道  
weigh ~ ~の重さがある female メスの lay 産む male オスの belly おなか  
die out 絶滅する

## 内容を確認しよう

◇ 本文の内容にあっているものには○, あっていないものには×と答えなさい。

- ア The penguin which ran away from the sea life park got back there in the beginning of March. ( )
- イ Many people went to the sea life park because they wanted to see the penguin that came back. ( )
- ウ Some researchers say that there are eighty species of penguins in the world. ( )
- エ Male emperor penguins warm the eggs for about three months without eating almost anything. ( )
- オ About 80% of the penguins have disappeared in some areas. ( )

## □ 入試問題を解こう

目標 4 分

- 問1 下線部①の( )内の語を、意味が通るように並べかえて書きなさい。  
He said \_\_\_\_\_ it back safely.
- 問2 ②の( )の中に、本文の流れにあうように、本文から単語1語を抜き出して答えなさい。  
\_\_\_\_\_
- 問3 ③の( )に適する語をア～エから選び、記号で答えなさい。  
ア large  
イ less  
ウ more  
エ small ( )
- 問4 本文の内容にあうように、次の質問にそれぞれ6語以上10語以内の英語で答えなさい。ただし、「,」や「.」などは語数に含めません。  
(1) Where do wild blue penguins live?  
\_\_\_\_\_  
(2) What does the male emperor penguin do when the female penguin comes back to take care of the baby bird?  
\_\_\_\_\_