入試実戦 読解 基本

パターン 1 適語選択(空所に適する語句を選ぶ問題)

各段落の冒頭にテーマが述べられることが多い。

次の英文を読んで，空所に適する語をア～エから選び，記号で答えなさい。〈千葉〉 92語

Today many people use *passwords when they use computers. If other people know your passwords, they can get your information, or buy something with your money. So, ❶you should not make your passwords too ((1)). They need to be difficult for other people to guess. You should *mix big *letters like A, B or C, small letters like a, b or c, numbers like 1, 2 or 3 and even "!", "$" or "&". ❷But passwords also need to be easy for you to ((2)). If you forget your passwords, you will have trouble.

(注) password パスワード　mix 混ぜる　letter 文字

□(1) ア simple　イ long　ウ hard　エ difficult　(　　)

□(2) ア share　イ send　ウ remember　エ break　(　　)

解き方 空所の前後の文脈をとらえ，自然につながる語(句)を選ぶ。

❶「パスワードを((1))すぎるものにすべきでない。それら(＝パスワード)は，他人が推測しにくいものである必要がある」→「パスワードは複雑なものがよい」と考え，(1)に入る語を選ぶ。

❷「しかしパスワードはあなたが((2))しやすいものである必要もある。もしパスワードを忘れてしまうと，問題が生じることになる」→「パスワードを忘れないためにどうすればよいか」を考え，(2)に入る語を選ぶ。

パターン 2 適文選択(空所に適する文を選ぶ問題)

次の英文は，日本に留学しているベッキー(Becky)とケイコ(Keiko)の会話です。会話文が成り立つように，空所に適するものをア～オから１つずつ選び，記号で答えなさい。〈青森〉 78語

Becky: What are you doing?

Keiko: ❶I am making a *paper crane. This is called *origami*.

this，it が何を指すか考えながら読む。

Becky: Really? (1)

Keiko: It is popular in Japan. Please *take a look. Here you are.

Becky: Thank you. This is wonderful. How did you learn about *origami*?

Keiko: ❷My mother taught it to me. (2) For example, a dog and a cat.

for example「たとえば」は，具体例を提示する際に用いる表現。

Becky: Is it difficult to make *origami*?

Keiko: No. You can make it, too.

Becky: Could you teach me how to make a paper crane?

Keiko: OK. Let's make one together.

(注) paper crane 折鶴(おりづる)　take a look 見る

ア I have made paper cranes.　イ I can make other animals, too.

ウ I have never seen a paper crane.　エ I don't like any animals.

オ I think making a dog is fun.

□(1) (　　)　□(2) (　　)

解き方 前後の会話の流れと，話者がだれなのかを確認しながら読む。

❶折り紙で鶴を折っているケイコに対して，ベッキーは「本当？ (1)」と返している。そのあと，ケイコは「それは日本で人気があります」と言い，折り紙のことを説明している。

❷ケイコは「私の母がそれを私に教えてくれました。(2) たとえば，イヌやネコです」と説明している。この「イヌやネコ」は，鶴以外の折り紙の動物の例である。

パターン 3　英文整序（空所に適する英文を順番に並べかえる問題）

次の英文の空所に，あとの①～④の４つの文を入れると，意味の通る文章が完成する。このときの①～④の順番として適するものをア～エから選び，記号で答えなさい。　〈高知〉　73語

There is a river near my grandfather's house. It was not so clean three years ago. There were many *cans and bottles *floating in the river. [　　] I think working together makes our life better.

① *Thanks to their hard work, it has become very clean.
② So they had a *meeting to talk about the problem.
③ People living near the river didn't like seeing them.
④ They decided to clean the river on weekends as volunteers.

接続詞にも注目する。結果を表すsoで始まっているので，前に原因を表す文がくる。

(注) can 缶　float 浮く　thanks to ～ ～のおかげで　meeting 会合

ア　①→③→②→④　　イ　②→④→①→③
ウ　③→②→④→①　　エ　④→①→③→②　　□(　　)

解き方　選択肢の中の順番を考えて，前後の内容をくらべながらあてはめる。

まず，選択肢③の主語 people living near the river が，ほかの選択肢で代名詞 they や their に変化している点に注意して，順番を考える。あわせて，前後の内容もつかんでおく。「祖父の家の近くに川があります。３年前はあまりきれいではなく，たくさんの缶やびんが浮かんでいました。[　　] 私はともに働くことが生活をよりよくすると思います」という流れになっている。

パターン 4　文の挿入（指定された英文を挿入する場所を選ぶ問題）

次の英文は，台湾に住むチミン(Chimin)さんが，旅行に関するホームページの投稿欄に書いた文章です。これを読んで，It introduced the great nature and the people living there. という文を入れるのに適する場所を本文中のア～エから選び，記号で答えなさい。　〈徳島〉　141語

最初に挿入する文を確認する。代名詞や副詞が指す内容などに注目。実際にア～エの空所に入れて，前後のつながりを意識しながら読んでみる。

I'm planning my fourth visit to Japan now. I visited Japan on my high school trip in 2002 for the first time. I went to Tokyo and I enjoyed my stay in the biggest city in Japan with my friends. Three years later, I went to Kyoto. I studied hard at a university there for three months. [　ア　] I loved the temples and shrines in Kyoto. Sometimes I saw my best
5 friend who lived in Nara on the weekend. [　イ　] Then, I enjoyed skiing in Hokkaido last year. I was very happy to ski in deep snow. [　ウ　] During my fourth visit, I'd like to go to a place that I've never visited. I read a book about Tokushima. [　エ　] I was moved by the beautiful pictures taken in front of Kazura Bashi. I'm looking forward to seeing the wonderful nature and people in Tokushima.

□(　　)

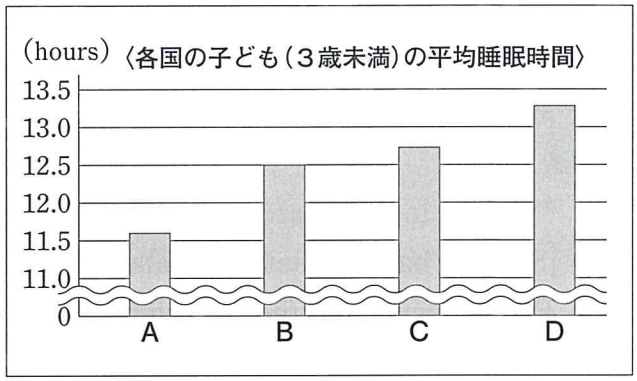
解き方　挿入する文の特徴（代名詞・副詞・接続詞など）に注意しながら，ア～エの前後を読む。

挿入する文：It introduced the great nature and the people living there.
（それはすばらしい自然とそこに住んでいる人々を紹介していた。）

→①挿入する文の主語 It に注目。it は通例，１つの物を受ける。空所直前の文を読んで，外国人旅行者に自然や人物を紹介するものをさがす。②副詞 there に注目。場所を表す語句のくり返しを避けるために使われる。空所直前の文を読んで，場所を表す語句をさがす。

パターン 5　絵や図表を読みとる問題

次のグラフを見て，本文の内容に合うように，A～Dにあてはまる国名の組み合わせとして適するものをア～エから選び，記号で答えなさい。〈島根〉 51語



(グラフは Cross-cultural differences in infant and toddler sleep. Mindell JA, Sadeh A, Wiegand B, How TH, Goh DY. Sleep Med 2010:11:274-280 より作成)

表のタイトルや本文の ～ shows ...「～が示すのは…」に注目し，図表の内容を読みとる。

This *graph shows the *average sleeping time of small children who are under three years old. ❶Children in New Zealand sleep about 100 minutes longer than Japanese children. ❷Children in Canada sleep a little shorter than children in Indonesia. A, B, C and D in the graph show the four countries.

(注) graph グラフ　average 平均の

選択肢の項目を確認する。「Japan」「Canada」「Indonesia」「New Zealand」の4か国が，グラフのA～Dに対応している。

ア　A Japan　B Canada　C Indonesia　D New Zealand
イ　A Japan　B Indonesia　C Canada　D New Zealand
ウ　A Canada　B Indonesia　C New Zealand　D Japan
エ　A Canada　B New Zealand　C Indonesia　D Japan　□(　　)

解き方　図表の読みとり問題は，図表の内容と項目を理解してから設問を解く。

❶「ニュージーランドの子どもは，日本の子どもより約100分長く眠る」→100分の差がある2か国をさがす。

❷「カナダの子どもはインドネシアの子どもより少し短く眠る」→残る2か国をくらべて，「カナダの子どもたちの睡眠時間＜インドネシアの子どもたちの睡眠時間」となるように考える。

パターン 6　指示語の内容を日本語で説明する問題

次の英文を読んで，下線部が指す内容を，具体的に日本語で書きなさい。〈栃木〉 108語

My grandmother is a famous teacher of traditional Japanese dance, *Nihon Buyou*. When I was five years old, I said to her, "I want to dance with you, *grandma." She thought a little, and said, ❶"While we are practicing, I am not your grandmother but a teacher. Do you understand, Kaori?" ❷"Yes, grandma," I said. ❸"I can understand that. I really want to dance." We practiced *Nihon Buyou* every Saturday. After we practiced hard, we ate a chocolate cake made by my grandmother. It was very good and it became my favorite chocolate cake. I had a good time with my grandmother. I looked forward to every Saturday.

(注) *Nihon Buyou* 日本舞踊　grandma おばあちゃん

人の言葉を表す二重引用符(" ")にも注目し，❶，❷，❸はだれの発言かを確認する。
→筆者を表す主語Iはカオリなので，❶は祖母，❷と❸はカオリの発言だとわかる。

□(　　)

解き方　指示語の内容を説明する問題は，基本的にその指示語の前を確認する。

that や this は人や物だけでなく，前の文の内容やその一部を指すことがある。❸「私はそのことを理解できます。私は本当に踊りたいです」から，この that は前の文の内容(祖母に言われた内容)を指している。

パターン 7　英問英答(英語の質問に英語で答える問題)

次は，くしゃみをする(sneeze)ときの様子について，ALTのトム先生が絵を示しながら授業で話をしている場面です。英文を読んで，あとの問いに英語で答えなさい。〈秋田〉 74語



We often see this situation in America. Long ago, people thought that their *souls jumped out of their bodies when they sneezed. They said, "*Bless you," because they wanted the souls to return to their bodies. Now we don't think so, but we still say, "Bless you."

Americans usually sneeze like this when they don't have anything to *cover their mouths. In Japan some people cover their mouths with their hands. Isn't that interesting?

(注) soul 魂(たましい)　Bless you. (くしゃみをした人に対して)お大事に。　cover おおう

□(1) Why did people say, "Bless you," to the person who sneezed?

□(2) What do some Japanese people do when they sneeze?

解き方　疑問文の種類に注目して，質問の内容と答え方を把握する。

(1)や(2)のように，疑問詞で始まる疑問文には，Yes / No では答えない。疑問詞から質問の内容を理解する。

(1) why は「理由」，(2) what は「何を(するか)」を答える。あとは，(1) Bless you. など疑問文中の語(句)を手がかりにして，本文中をさがし答えを特定する。

パターン 8　内容把握(本文の内容と一致している選択肢を選ぶ問題)

次の英文を読んで，本文の内容と合っているものをア～エから選び，記号で答えなさい。〈三重〉 148語

Sanae is a high school student. She has been a member of the chorus in her school for two years. She enjoys singing songs. There are thirteen students in the chorus. They practice very hard after school almost every day to perform well for their audience. Last Saturday, they visited an elementary school to have a concert. After the concert, one of the children said to Sanae, "I'm Naoki. I enjoyed your songs very much. Thank you." She said to him, "I'm happy to hear that. Do you like singing songs?" He said, "Yes." She said, "Will you sing your favorite song?" He said, "Sure." Then he started singing his favorite song. When he finished singing it, she said, "Great. Who taught you that song?" He said, "My grandmother did. We always sing songs together when I see her." She said, "I see. You have a nice grandmother."

ア Sanae became a member of the chorus in her school two months ago.

イ The members of the chorus had a concert at an elementary school last Saturday.

ウ Naoki asked Sanae to sing her favorite song to him after the concert.

エ Sanae told Naoki about her favorite song taught by her grandmother.

□(　　)

解き方　各選択肢の英文が，本文のどの部分に関するものかを読みとる。

本文と選択肢の主語(□)，場所を表す語句(＿)，時を表す語句(～)は，選択肢と本文をくらべる糸口となる。また5行目からは，"　"の文が続くので，"　"の中のIがだれなのかに注意して読む。

入試実戦 読解 ① 短い英文，図表，広告

標準 1 次の英文を読んで，あとの問いに答えなさい。 〈千葉〉 101語

How to Play with EX-8

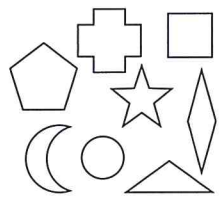
Welcome to the world of EX-8! We hope you *spend a wonderful time building your own *work.

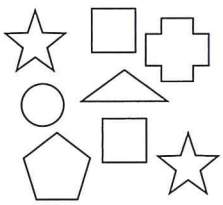
1. With eight kinds of many paper pieces, you can make a lot of designs.
2. When you play with EX-8 for the first time, it is good to start making some example designs on the back of this paper.
3. Children younger than three years old should not use EX-8.
4. **DO NOT** put EX-8 pieces in your mouth. They are small enough to *choke younger children.

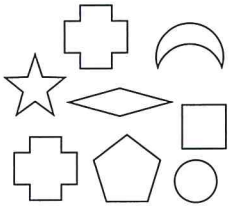
Visit us at http://www.ex-8.com, share your work, and get more ideas.

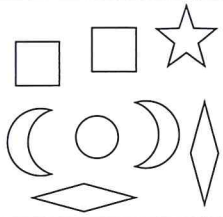
(注) spend ... ~ing …を～するのに費やす work 作品 choke ～ののどにつまる

□(1) EX-8 に入っているすべての形を示しているものをア～エから選び，記号で答えなさい。 (　　)

ア 

イ 

ウ 

エ 

□(2) 本文の内容と合うように，次の空所に適する語を書きなさい。

Children (　　) three years old should not use EX-8.

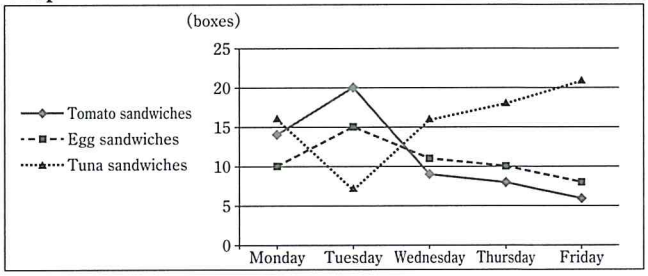
標準 2 次の英文を読んで，**Question** の答えとして適するものをア～エから選び，記号で答えなさい。

〈神奈川改〉 52語

There is a small shop in Taro's high school. Students can buy three kinds of sandwiches there — tomato sandwiches, egg sandwiches, and *tuna sandwiches.

The graph shows how many boxes of sandwiches students bought from Monday to Friday this week. The table shows the weather and the *temperatures in the same week.

Graph



Table

Day of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Weather	Sunny	Sunny	Rainy	Cloudy	Rainy
Temperature [℃] Highest / Lowest	21 / 16	26 / 17	20 / 16	19 / 15	15 / 14

(注) tuna ツナ temperature 気温

Question : What can we say from the graph and the table? □(　　)

ア Students bought more tomato sandwiches when the temperature became lower.

イ Students bought more tuna sandwiches when the temperature became lower.

ウ Students bought more egg sandwiches than tomato sandwiches on sunny days.

エ Students bought more tomato sandwiches than tuna sandwiches when it rained.

発展 **3**　次の英文は，由美(Yumi)と由美の級友メアリ(Mary)の会話です。これを読んで，あとの問いに答えなさい。　〈長野〉　100語

Mary: Do you have any plans this weekend, Yumi?

Yumi: I am going to go to the city sports park to play basketball. *The city junior high school tournament will be *held this weekend.

Mary: Oh, great!

Yumi: Our team will play with Hikari Junior High School first.

Mary: I hear that team is the ①(strong) in the city.

Yumi: That's right. No team has ever won a game with Hikari Junior High School. We're practicing a lot every day, but it won't be (　②　) for our school to win.

Mary: Don't worry. You can do it this time! [　③　]

Yumi: OK. Thank you, Mary. We'll try hard to win.

(注)　the city junior high school tournament　市内中学校の体育大会　　held ← hold　開催する

□(1)　①の(　)内の語を適する形にしなさい。　＿＿＿＿＿＿

□(2)　②の空所に適する語を書きなさい。　＿＿＿＿＿＿

□(3)　③の空所に適するものをア～エから選び，記号で答えなさい。　(　　)

ア　You're so kind.　　イ　You're welcome.　　ウ　Do your best.　　エ　I'll try it.

発展 **4**　次の英文は，アメリカに留学している高校生の由紀子(Yukiko)が，滞在先のフォレストタウン(Forest Town)という町で見つけた，ボランティア活動を案内するチラシです。これを読んで，本文の内容と合っているものをア～エから選び，記号で答えなさい。　〈熊本〉　123語

Forest Town *Cleanup

We need volunteers!

You can make our town cleaner and meet new friends. We want your help!

Places to clean	Date	Time
Forest Town River	Saturday, April 9	8:00-11:00
Forest Town Station	Saturday, April 16	13:00-16:00
Forest Town Park	Saturday, April 23	9:00-12:00

You can join all three days, or you can choose one or two days.

- Please bring *gloves and something to drink.
- You don't have to bring a *garbage bag.
- A T-shirt is given to everyone who joins a cleanup.



If you want to join a cleanup, send an e-mail to the town office.
We will send back an e-mail and give you more information.
We will receive your e-mail until March 31.

Forest Town Office
E-mail : ****@foresttown.com

(注)　cleanup　清掃　　gloves　手袋　　garbage bag　ごみ袋

ア　People who join a cleanup have to clean three places on the same day.　□(　　)

イ　People can get a T-shirt and something to drink if they join a cleanup.

ウ　People who join a cleanup need to bring gloves and a garbage bag.

エ　People can join a cleanup after sending an e-mail to the town office.

入試実戦 読解 ② 会話文

標準 **1** 次の英文は，高校生の Yuko が，外国語指導助手(ALT)の Mary 先生と話をしているときのものです。これを読んで，あとの問いに答えなさい。〈三重〉 273語

Mary: Hi, Yuko. You look happy.
Yuko: Guess what! I enjoyed talking with a man from a foreign country in English yesterday.
Mary: Really? [　　]
Yuko: Yes. I met him at Midori Station, and he had a problem.
Mary: What was it?
Yuko: Well, he didn't know which train to take to the airport and asked me about it.
Mary: Oh, did you help him in English?
Yuko: Yes. I also talked a lot with him when we were waiting for the train.
Mary: Great. What did you talk about?
Yuko: I asked him some questions. His name is John. He is from America. He has worked at a computer company in New York for three years, and he is traveling in Japan now.
Mary: Was it hard for you to talk with him in English?
Yuko: No, it wasn't. I was able to understand his English because he didn't use difficult words.
Mary: Wow. I'm glad to hear that.
Yuko: The easy sentences from the English textbook were useful when I talked with him.
Mary: Right. When you say what you think to other people, you don't have to use difficult sentences. I told you about the English speech contest last week. Do you remember that? Why don't you take part in it?
Yuko: Actually I've been interested in it, but I've never spoken in front of many people.
Mary: No problem. You can do it. You still have four months to practice for it.
Yuko: Well .... OK. I'll join the speech contest.
Mary: What do you want to talk about in the speech contest?
Yuko: Let's see .... I want to talk about yesterday's event because I was happy to do something for John. <u>He needed help at the station.</u>
Mary: That sounds interesting.

□(1) 空所に適するものをア～エから選び，記号で答えなさい。 (　　)

ア May I call him?　　イ Shall we talk with a foreign man?
ウ Will you show it to me?　　エ Can you tell me more about it?

□(2) 下線部が指す，助けが必要だった理由を日本語で書きなさい。

(　　)

□(3) 本文の内容と合っているものをア～エから選び，記号で答えなさい。 (　　)

ア When John asked Yuko where Midori Station was in English, she said nothing.
イ Yuko was asked some questions by John because she had a problem at the airport.
ウ The words John used weren't difficult for Yuko, so she could understand his English.
エ Yuko felt happy because she was able to show John a good way to improve English.

標準 **2**　次の英文は，高校生の香奈が，ハワイから来た留学生のオリビア(Olivia)と，教室で会話している場面のものです。これを読んで，あとの問いに答えなさい。〈北海道改〉 289語

Olivia: What did you do last weekend?

Kana: I went to the *beach with my family and I enjoyed it. But the beach we visited wasn't clean, so after having lunch, we cleaned it and collected many *plastic bottles and *plastic bags there.

Olivia: Oh, I also cleaned a beach and collected them with my friends in Hawaii last year. The *letters on some of them were written in Japanese. I was surprised because ①they traveled so far.

Kana: I think *plastic garbage is a problem around the world.

Olivia: I think so, too. It doesn't *disappear naturally from the beaches and the sea. It's bad for the environment.

Kana: I read an *article in a magazine about other problems of plastic garbage.

Olivia: Really? Will you tell me about the article?

Kana: Sure. Many animals in the sea eat plastic garbage because they think it's food. Then, they can't *digest it and won't eat any more food. So we must *reduce plastic garbage. I heard some Japanese high school students are trying to clean the sea with *fishers. They collect garbage from the bottom of the sea, and then the students tell the world about the *action. I also heard there's much plastic garbage in it.

Olivia: I think it's difficult for us to do the same thing with fishers right now, but we should start reducing plastic garbage. Kana, [②]?

Kana: We can bring our own *canteens to school and take our own bags for shopping.

Olivia: Good. These actions are small, but it's important for us to do good things for the environment.

Kana: Right. If many high school students do it to reduce plastic garbage, the environment of the beaches and the sea will be good. So let's start talking about the problems with our friends first!

Olivia: OK!

(注) beach ビーチ　plastic bottle ペットボトル　plastic bag ポリ袋，ビニール袋　letter 文字　plastic garbage プラスチックごみ　disappear naturally 自然に消える　article 記事　digest 消化する　reduce 減らす　fisher 漁師　action 行動　canteen 水筒

□(1) 下線部①が指す具体的な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 the beach and the sea　　イ my friends in Hawaii
ウ plastic bottles and plastic bags　　エ the problems in Hawaii

□(2) ②の空所に適するものをア～エから選び，記号で答えなさい。（　　）

ア what will we stop　　イ how can you get it
ウ when did you hear it　　エ what can we do

□(3) 本文の内容と合っているものをア～オから２つ選び，記号で答えなさい。（　　）（　　）

ア Kana and her family cleaned the beach after they ate lunch.
イ Olivia hasn't collected plastic garbage with her friends yet.
ウ Kana read an article about Japanese garbage which is traveling so far.
エ Some high school students in Hawaii cleaned the sea with fishers.
オ Kana and Olivia decided to talk about the problems with their friends.

発展 3 次の英文は，中学生の健悟(Kengo)と里佐(Lisa)が，放課後にジョーンズ先生(Mr. Jones)と話をしているときのものです。これを読んで，あとの問いに答えなさい。〈福島〉 401語

Mr. Jones: Hi, Kengo! Hi, Lisa! What are you doing?

Lisa: Hi, Mr. Jones. Do you know we have a school festival in October?

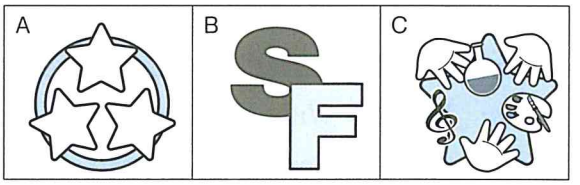
Mr. Jones: Yes. I'm looking forward to it.

Kengo: We are talking about the *symbol for the festival.

Mr. Jones: Really?

Kengo: Yes, it is used on many things, for example, *pamphlets and class *flags. We want to make the best symbol!

Lisa: Please look at the three symbols on the desk. We *designed them. Can you tell us what you think?



Mr. Jones: Sure.

Kengo: First, please look at this one.

Mr. Jones: S and F?

Kengo: That's right. The *main theme of the festival is "Strong Friendship." I wanted to *express it.

Mr. Jones: It's easy to understand the main theme from your symbol.

Kengo: Thank you.

Lisa: I think that it is too simple for the festival. What do you think of this one? I designed it.

Mr. Jones: Three hands and a star?

Lisa: Yes, the star means the pleasure of the festival, and the hands mean strong friendship. We will be happy if we have strong friendship. We have many events like a music concert in the festival. I wanted to express them, too.

Mr. Jones: It's a good design for the festival. Kengo, what do you think about it?

Kengo: The symbol is used on many things, so it should be simple. I think it's difficult to use Lisa's symbol. How about this one? There are three stars in the symbol. They're the three grades in this school. Also, there are two *circles. They're the boys and the girls. I want all the students to have strong friendship. I wanted to express it in this symbol.

Mr. Jones: You thought a lot about it.

Kengo: Mr. Jones, which one is the best for the festival?

Mr. Jones: Well, it's difficult to decide. Kengo, it's easy to use your symbols on many things. Lisa's symbol expresses the festival well. I like each symbol. But there is <u>one problem</u>.

Kengo: Problem?

Mr. Jones: Both of you expressed "Strong Friendship" well. But did you work together to make the symbols? For strong friendship, I think working together is very important.

Lisa: Oh, you're right. We *forgot the most important thing!

Kengo: Yes, our main theme is "Strong Friendship," but we didn't work together.

Mr. Jones: If you work together, you can make the best symbol!

Lisa: Yes, thank you, Mr. Jones.

Mr. Jones: You're welcome. I hope the symbol you make will give all the students the *power to work together.

Kengo: I hope so. We will make a new one and show it to you!

(注) symbol シンボルマーク　pamphlet パンフレット　flag 旗　design デザインする　main theme メインテーマ　express 表現する　circle 円　forgot forget の過去形　power 力

□(1) A～Cのシンボルマークはそれぞれ，だれがデザインしたものですか。その組み合わせとして適するものをア～エから選び，記号で答えなさい。（　　）

ア　A：Kengo　B：Kengo　C：Lisa
イ　A：Lisa　B：Kengo　C：Lisa
ウ　A：Kengo　B：Lisa　C：Kengo
エ　A：Lisa　B：Lisa　C：Kengo

□(2) 次の文が本文の内容に合うように，空所に適するものをア～エから1つずつ選び，記号で答えなさい。

1. There are three [　　] in the symbol C.（　　）
ア stars　イ festivals　ウ hands　エ circles

2. Kengo thinks that [　　].（　　）
ア Lisa's symbol is too simple　イ Lisa's symbol is the best
ウ using Lisa's symbol is useful　エ using Lisa's symbol is difficult

□(3) 次の英文が下線部の内容を表すように，空所に適する英語4語を答えなさい。
Kengo and Lisa wanted to express "Strong Friendship," but [　　].

_____

□(4) 本文の内容と合っているものをア～エから選び，記号で答えなさい。（　　）

ア Kengo and Lisa want Mr. Jones to make a symbol for the festival.
イ Mr. Jones thinks that Lisa's symbol expresses the festival well.
ウ It is not difficult for Mr. Jones to choose the best symbol for the festival.
エ Mr. Jones likes Kengo's symbols very much, but he doesn't like Lisa's symbol.

□(5) 次の週，健悟と里佐は新しいシンボルマークをデザインしました。職員室にジョーンズ先生が不在だったため，二人は先生の机の上に，次の新しいシンボルマークのコピーとメッセージを残しました。[A]，[B]の空所に適する語(句)を書きなさい。ただし，[A]は英語1語，[B]は英語3語とする。



Hello, Mr. Jones. Thank you for your time last week. After that, we made a new symbol. S and F mean "Strong Friendship." The big star means the pleasure of the festival. Kengo used three stars to express three [A] before, but we used three flowers this time. *As you said last week, we hope that all the students will [B] to work together from this symbol. Let's talk about it later.

(注) as ～　～ように

Kengo and Lisa

A _____　B _____

入試実戦 読解 ③ Eメール，手紙

標準 **1** 次の２つの英文は，それぞれ，アメリカに住むベッキー(Becky)さんと，日本に住む友人の高校生の真理子(Mariko)さんがやりとりしたメールです。【メールA】は，真理子さんがベッキーさんを訪問する前のもので，【メールB】は，真理子さんが日本に帰ったあとのものです。これらを読んで，あとの問いに答えなさい。〈徳島〉 166語

【メールA】

Hi, Mariko.
Thank you for your e-mail. ①I'm really excited to hear that you are going to come to America and stay at my home for a week. I can't wait.
I'll meet you at the airport with my family. Now I have one question.
Where do you want to go during your stay? I want to visit many places with you. I hope I can hear from you soon.
See you,
Becky

【メールB】

Dear Becky,
How are you doing? I'm home now. Thank you for everything you did for me. I had a wonderful time with you.
When I arrived at the airport and saw you and your family, I was so happy. All of you had to wait for a long time because my flight was two hours late. But you said to me, "②No problem." I'll never forget it.
I enjoyed talking with you and visiting many places. I'm going to send you some pictures I took in front of the science museum.
[　　],
Mariko

□(1) 下線部①の英文について，ベッキーさんは，どのようなことを知ってわくわくしているか，日本語で書きなさい。
(　　)

□(2) 下線部②の英文について，ベッキーさんは，どのようなことに対してそう言ったのか，日本語で書きなさい。
(　　)

□(3) 本文の内容について，次の問いに答えるとき，適する語句を書きなさい。
Where did Mariko take the pictures she was going to send to Becky?
She took them _____.

□(4) メールBの空所に入る終わりのあいさつとして適さないものをア～エから選び，記号で答えなさい。
ア Best wishes　イ A long time ago　ウ Bye for now　エ Take care　(　　)

発展 **2**　次の英文は，ある中学校に ALT として勤務していたジェニー(Jenny)さんが生徒たちに送った手紙です。これを読んで，あとの問いに答えなさい。〈秋田〉 353 語

Hello, everyone. How are you doing? Thank you very much for your letters. When I saw the pictures you (①) me, I felt happy. I said goodbye to you a year ago, but I still remember our school life.

Well, I'm studying hard for an *exam next week. You may *wonder why I'm doing that. Now, I am a university student again in America and studying to be a teacher.

I studied computer science at university. I also (②) Japanese classes because I wanted to have a job as an engineer in Japan. So I went to Japan as an ALT. But during my stay in Akita, my dream changed. I really enjoyed studying together with you because you asked me many interesting questions about my country. Sometimes it was difficult for me to answer the questions, but I tried hard. Then I found ③something important. Teaching something to other people is learning something from them. That changed me a lot. So I decided to become a teacher and came back to a university as a student. I'm also working at the university as a *coordinator of the homestay program. I help foreign students to find host families. My experience as an ALT is very useful for my job.

Many American universities have *adult education classes for people who have jobs or have already *graduated from universities. Some students in my class learn something new for their jobs. Other classmates come to university because they want to keep learning. I have some classmates who are as old as my mother. We enjoy learning together. It's exciting for me to talk with them because their ways of (④) are interesting. We can start studying again at any time because it's never too late to learn.

⑤Entering a university or getting a job is not the goal of your life. It's more important for you to think about what to do and how to live after that.

Nothing is a waste in your life. You can get *confidence through the things you've done. So don't be afraid of making mistakes and keep trying many things for your future.

(注) exam 試験　wonder 不思議に思う　coordinator 調整役　adult education 社会人教育
graduate from ～ ～を卒業する　confidence 自信

□(1) ①，②，④の空所に合うものを[ ]から１つずつ選び，適する形にしなさい。

[think　catch　send　take　lose]

① _____　② _____　④ _____

□(2) 下線部③が指す内容を具体的に日本語で書きなさい。

(　　)

□(3) 下線部⑤のようにジェニーが考える理由を日本語で書きなさい。

(　　)

□(4) 本文の内容と合っているものを次のア～オから２つ選び，記号で答えなさい。 (　　)(　　)

ア　Jenny is studying hard to become a university student.
イ　Jenny was an engineer before she came to Japan.
ウ　Jenny's experience as an ALT helps her in her job now.
エ　Jenny's classmates are all studying for their jobs.
オ　Jenny thinks we can make everything meaningful in our life.

入試実戦　読解 ④ スピーチ，作文

標準 **1** 次の英文は，オーストラリアから佐賀に来た留学生のリサ(Lisa)が，中学校の授業で行ったプレゼンテーションの内容です。これを読んで，あとの問いに答えなさい。〈佐賀〉 448語

Hello, everyone. I'm Lisa from Australia. Today, I would like to talk about why I am learning the Japanese language, and what is important when you learn a foreign language.

Do you know how many people are learning Japanese in the world? About 4,000,000 people now. My country has about 300,000 Japanese language *learners, and I'm one of them. Can you guess what country has the most learners? China does. More than 1,000,000 Chinese people are learning Japanese. *Indonesia and *South Korea have a lot of learners, too. Each country has about 850,000 learners, but Indonesia has a little more than South Korea. As you can see here, so many people are learning Japanese now.

[①] Because they are interested in the big difference between the Japanese language and their own languages. Because they are interested in Japanese culture. Also, because they want to get a better job. I learn it because I love Japanese culture very much. When I was ten, I watched a Japanese *animated movie. I really liked the movie and the song in it. All the Japanese people in the movie were speaking English but the song was in Japanese. It was a beautiful song. I sang it many times with my friends and we remembered all the words. Then we wanted to know [②]. One of my friends said, "If we understand it, we can sing the song better," and I started to learn Japanese with my friends.

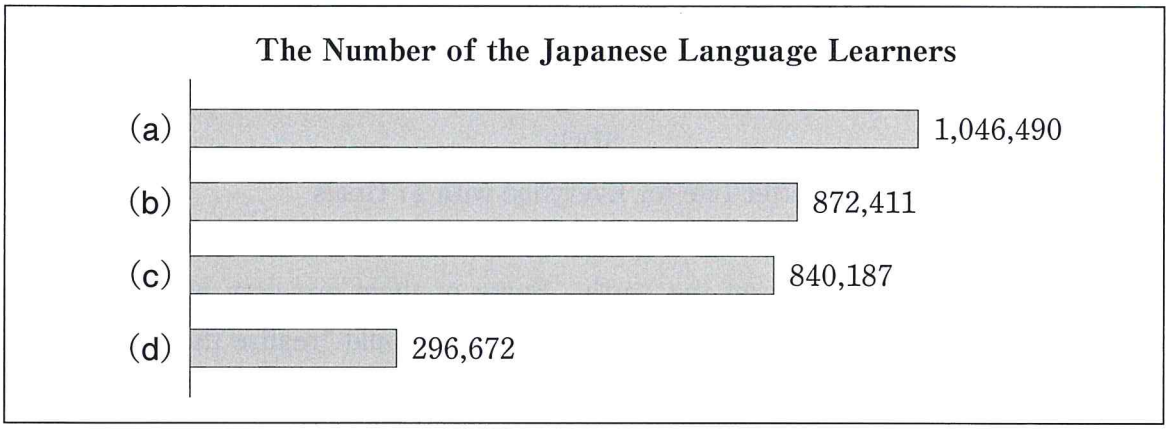
Japanese is often difficult to me because it *is very different from English. When I use Japanese, I always have to think about what word comes next. For example, when I want to say, "I saw a movie," the Japanese is like "*Watashi wa* (I) — *eiga wo* (a movie) — *mimashita* (saw)." I enjoy the differences, but I still have to learn a lot of things.

If you want to learn a foreign language, it is very important for you to use the language a lot and to have good teachers. When I studied Japanese in my country, I often made *mistakes. But making mistakes helps you to learn languages better. Here in Saga, my Japanese friends at school listen to me well. They often say to me, "Your Japanese is good." I'm happy to hear that, but I know I make a lot of mistakes. My host father speaks English well and he often gives me *advice when I make a mistake. I'm happy to have a person like him.

So everyone, we are all learners of a foreign language, but also we can be good teachers of our own languages. Let's talk with each other in Japanese and in English. Thank you very much for listening.

(注) learner 学習者　Indonesia インドネシア　South Korea 韓国　animated アニメの
be different from ～ ～と異なる　mistake 間違い　advice 助言・アドバイス

□(1)　次のグラフは，リサがプレゼンテーションで示したものです。グラフの(a)～(d)にあてはまる国の組み合わせとして合っているものをア～エの中から選び，記号で答えなさい。　(　　)



	(a)	(b)	(c)	(d)
ア	China	South Korea	Indonesia	Australia
イ	China	Indonesia	South Korea	Australia
ウ	Indonesia	China	Australia	South Korea
エ	Indonesia	China	South Korea	Australia

□(2)　本文の内容に合うように，①の空所に適する疑問文を，４語以上の英文で答えなさい。

_____

□(3)　②の空所に適するものをア～エから選び，記号で答えなさい。　(　　)

ア　the name of the song
イ　the story of the movie
ウ　the future of Japan
エ　the meaning of the words

□(4)　リサが日本語は難しいと考えているのはなぜですか。空所に適する７字以内の日本語を書きなさい。
日本語と英語では(　　)がちがうから。

□(5)　リサは外国語を学ぶときにどのようなことが大切だと考えていますか。適するものをア～エから選び，記号で答えなさい。　(　　)

ア　You should enjoy speaking the language without making mistakes.
イ　You should study the language hard at school and do your homework every day.
ウ　You should talk a lot in the language and have a person who gives advice to you.
エ　You should show your friends how difficult your own language is.

発展 2 優子(Yuko)さんの学級では，英語の授業で「SDGs(Sustainable Development Goals：持続可能な開発目標)」についての英文を読み，意見交換をしました。【授業で読んだ英文】とSDGsを達成するためにできることについて【優子さんの意見】と【佐藤先生のコメント】を読んで，あとの問いに答えなさい。

【授業で読んだ英文】 〈滋賀〉 481語

SDGs

A Better Life for Everyone with 17 Goals

There are a lot of problems on the earth. Some of them are very big and *serious. World *leaders decided to *set 17 goals in 2015 and we should *realize these goals before 2030. We must think about what we can do to *solve the problems. We also need to work together. What can we do to make the world better?

No. 2 ZERO HUNGER （飢餓をゼロに）



There are many people who are suffering from hunger around the world. You cannot keep *healthy (①) enough food. Some people die because they don't have enough food. This problem is especially serious for babies and children.

Have you ever heard of 'food loss and waste'? It is the food which is thrown away though it can still be eaten. Many people don't have enough food, but a lot of food is thrown away.

No. 3 GOOD HEALTH AND WELL-BEING （すべての人に健康と福祉を）



In some countries, there are many children who die under five years old. They cannot take medicine when they are sick. One of the reasons is money. Their families don't have enough money to get medicine. It is important for them to learn how to keep children healthy, too.

*On the other hand, more people (②) and there are more old people in some countries. In such countries, they will need hospitals or people to take care of them.

You have many chances to do something for the SDGs in your life. Thinking about your life will *lead to realizing these goals. Think about people who cannot get clean water. You can save water when you wash your hands.

It is also important to talk about these problems with your family and your friends. Then we can work together to find the solutions. Let's think about what we can do to realize the SDGs.

(注) serious 深刻な leader 指導者 set goals 目標を立てる realize 実現する solve 解決する
healthy 健康な on the other hand 一方で lead to ～ ～につながる

【優子さんの意見】



I will talk about No. 13, CLIMATE ACTION (気候変動に具体的な対策を).

We have more and more *natural disasters in the world. It is said that one of the reasons is *global warming. The earth is getting warmer. We need to do something to stop it. We should take care of the earth. I think we can do something to stop global warming. For example, [　③　].

We can only do small things, but we should keep doing them. Then our lives will be better.

(注)　natural disaster　自然災害　　global warming　地球温暖化

【佐藤先生のコメント】

SDGs are the goals to (　④　). There are many problems both in foreign countries and in Japan.

Around the world, a lot of people are sick and some of them cannot go to a hospital. To solve this problem, we have to think about how we can keep people healthy. This is goal No. 3. People need to have enough food to keep healthy. This is goal No. 2. Building hospitals is another solution. There is not only one answer. We need to remember all 17 goals to solve the world's problems and think about our future.

□(1)　【授業で読んだ英文】について，次の問いに２語以上の英語で答えなさい。

1. Do we have a lot of problems on the earth?

_____

2. When were the goals set?

_____

□(2)　①の空所に適する語を書きなさい。　_____

□(3)　②の空所に適するものをア～エから選び，記号で答えなさい。　(　　)

ア　get clean water　　イ　have enough money　　ウ　live longer　　エ　throw away food

□(4)　本文に合うように，③の空所に適する 10 語以上の英語を書きなさい。

_____

□(5)　④の空所に適する語句を【授業で読んだ英文】の本文中の英語４語で答えなさい。

_____

□(6)　【授業で読んだ英文】【優子さんの意見】【佐藤先生のコメント】の内容と合っているものをア～カから２つ選び，記号で答えなさい。　(　　)(　　)

ア　To solve the problems on the earth, we have to work together.

イ　All the babies and children around the world have enough food.

ウ　People in some countries don't have money, so they can keep healthy.

エ　We have to think about our lives to realize the SDGs.

オ　We cannot solve the problems because we can only do small things.

カ　When we think about one of the goals, we don't have to think about the others.

入試実戦 読解 ⑤ 説明文，物語文

標準 1 次の英文を読んで，あとの問いに答えなさい。〈新潟〉 535語

Did you smile or *laugh today? Do you often smile at your family, friends or people around you? ①One interesting *study *shows that children laugh about four hundred times every day, but *adults laugh only about fifteen times every day. How about you? If you usually don't smile or laugh a lot, please remember this. Smiling and laughing have wonderful *powers.

There is a wonderful story about the power of laughing. About fifty years ago, a man who lived in America became very sick. He couldn't move in his bed in the hospital. It was difficult for him to sleep because he was very sick. [a] His doctor didn't know how to *cure him. So he decided to do it by himself.

In the hospital, he read a book. It was about our way of thinking and our body. Then he thought, "If I feel happy, I can cure myself." So he decided to do some things every day. One of them was to laugh. He read funny stories and watched funny movies. After laughing, he could sleep. He became better. Some months later, he was out of his bed and began to work again. [②]. And some years later, he began to work at one of the most famous universities in America. He taught the power of laughing there.

Smiling and laughing are good for our body. [b] Then, what is *happening in our body when we smile or laugh?

Our body is made of about sixty *trillion *cells. In our body, about three thousand bad cells are born every day, but five *billion good cells which we always have in our body *break the bad cells. One *experiment shows that the good cells become *active when we laugh. ③The experiment was done by two doctors in Japan in 1992. [c] They asked nineteen people to see a very funny show for three hours in a theater. Before and after the show, the doctors checked how the good cells in each person became active. And they found that the good cells became more active after the show.

One of the doctors said, "Let's laugh! But if you can't laugh, just smile. Smiling is also good for the good cells in your body."

Smiling is also good for our *mind. Usually we can't smile when we are in a difficult *situation. But smiling is very important in the situation. There are some good examples in the world of sports.

In 2011 the Japanese *women's soccer team had an important game against America. Many people watching the game thought, "The American team is stronger than the Japanese team." Actually, the American team was very strong. [d] But the Japanese players didn't give up. And when they were in a very difficult situation, ④they looked *different from the American players. They were smiling in the situation. Smiling was very important to them. Finally, they won the game. After the game, some of the players from the two teams smiled at each other.

Do you smile every day? [e] Smiling is a small thing in our life. But sometimes it is

very important. It has the power to change you. It also has the power to change the people around you. So, let's smile.

(注) laugh (声をたてて)笑う　study 調査　show 明らかにする　adult おとな　power 力
cure 治す　happen 起こる　trillion 1兆　cell 細胞　billion 10億　break 破壊する
experiment 実験　active 活発な　mind 心　situation 状況　women woman の複数形
different from ～ ～と異なる

□(1) 下線部①について，この調査でどのようなことが明らかになりましたか。具体的に日本語で書きなさい。

(　　)

□(2) 次の英文が入る最も適切な場所を，本文中のａ～ｅから選び，記号で答えなさい。(　　)

Doctors and scientists have shown it.

□(3) ②の空所に適するものをア～エから選び，記号で答えなさい。(　　)

ア He asked many doctors to help him
イ Laughing was really good for him
ウ Many doctors told him to smile
エ Smiling and laughing were different

□(4) 下線部③が指す実験を行った目的として適するものをア～エから選び，記号で答えなさい。(　　)

ア 年をとることによって，良い細胞が体内でどのように活発になるかを調べること。
イ 年をとることによって，悪い細胞が体内でどのくらい増加するかを調べること。
ウ 笑うことによって，良い細胞が体内でどのように活発になるかを調べること。
エ 笑うことによって，悪い細胞が体内でどのくらい増加するかを調べること。

□(5) 下線部④は具体的にどのようなことですか。日本語で書きなさい。

(　　)

□(6) 本文の内容について，次の問いに３語以上の英文で答えなさい。

1. Do smiling and laughing have wonderful powers?

_____

2. Why did the man in America decide to cure himself by himself?

_____

3. What did some of the players from the two teams do after the soccer game?

_____

□(7) 本文の内容と合っているものをア～オから選び，記号で答えなさい。(　　)

ア The man in America wanted to know where to laugh in the hospital.
イ About sixty billion good cells are born in our body every day.
ウ A lot of good cells in our body always become stronger when we sleep.
エ It is not easy to smile in a difficult situation but it is important.
オ Smiling is good for our body but it is not good for our mind.

発展 **2** 中学１年生の優人(Yuto)さんの家には，アメリカ出身の高校生ジャック(Jack)さんがホームステイしていました。次の英文は，ある春の日，優人さんとジャックさんが，子ども会の行事で，会長である優人さんの父親や子どもたちとともに，サクラマス(cherry trout)の稚魚を放流している様子や，その後の関連する出来事について描いたものです。これを読んで，あとの問いに答えなさい。〈山形〉 519語

One day, Yuto and Jack went to a park along the river. There were many children in the park. Yuto's father was standing in front of them. Many *buckets were put beside the children and many young fish were in them. ①Yuto's father began to talk about cherry trout. Yuto, Jack, and many children listened to him. "After we *release young cherry trout today, they will live in this river for about a year. After that, the color of some cherry trout will become *silver in the spring and those silver ones will go down the river to the sea."

One of the children asked, "Where will they go?" Yuto's father answered, "They will go to the far north of the sea around Japan and come back to their mother river in spring of the next year." Yuto thought about the cherry trout swimming in the wide sea. Jack said to Yuto, "I have seen some *salmon in the river in my town before. They also come back to their mother river from the sea." [a] Yuto said, "Those fish travel such a long way by themselves. That's wonderful."

It was time for releasing the fish. Every child carried a bucket to the river and released the fish. Yuto also carried his bucket and looked inside. [b] Yuto and Jack *poured the water from their buckets into the river. Many young fish were in the river and then went away. "Goodbye! See the world with your own eyes," Jack said to the fish. After a week, Jack went back to America.

Two years passed. Yuto was a third-year student at his school. [c] He ran along the river every morning. One morning in spring, he saw two men. They were going home after fishing. Yuto heard their voices. A man said, "We couldn't get anything today." The other said, "It is very difficult to catch cherry trout, isn't it?" When Yuto heard their words, he stopped running. [d] He thought about the day of releasing cherry trout with Jack. He looked at the river. He couldn't see anything. But, after a while, the sun began to shine between the *clouds in the sky. Then, Yuto saw something silver in the river. It was a big fish. It was swimming *upstream. Yuto thought, "The cherry trout are back!"

That evening at home, Yuto said to his father, "I saw some cherry trout this morning!" His father said, "[②]" Yuto said, "They were very big! Those little fish went around the world and came back!" His father said, "In the sea, I guess they had many experiences that they couldn't get in the river. We should keep the river clean for those fish." Yuto said, "When I saw them this morning, I remembered Jack's words to the fish." He thought for a while and said, "Father, when I grow up, I want to see the world with my own eyes, too. Then I will return and live here." "I am very glad to hear ③that, Yuto. We will wait until your return," his father said. "Thank you," Yuto was also glad to hear his father's words.

(注) bucket バケツ　release 放流する　silver 銀色の　salmon サケ(魚の名前)
poured ← pour 注ぐ　cloud 雲　upstream 流れをさかのぼって

□(1)　下線部①について，優人さんは，父親が子どもたちに説明したことを，次のようにまとめました。A～Cの空所に適する日本語や数字を書きなさい。

> サクラマスの稚魚は，放流後，約1年間川にすむ。翌年の［ A ］に体の色が銀色になったサクラマスが川を下り，日本のはるか遠くの［ B ］の海に向かう。そのサクラマスは，海で約［ C ］年過ごしたあと，かつてすんでいた川に帰ってくる。

A（　　）　B（　　）　C（　　）

□(2)　次の英文が入る最も適切な場所を，本文中のa～dから選び，記号で答えなさい。（　　）

Many little fish were swimming in it.

□(3)　②の空所に適するものをア～エから選び，記号で答えなさい。（　　）

ア　Oh, that's a problem.
イ　Oh, that's all right.
ウ　Oh, that's a good idea.
エ　Oh, that's good news.

□(4)　下線部③は具体的にどのようなことですか。日本語で書きなさい。

（　　）

□(5)　本文の内容について，次の問いに英語で答えなさい。

1. Did Jack tell Yuto about salmon before releasing the young cherry trout?

　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

2. What did Yuto remember when he saw big cherry trout in the morning?

　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

□(6)　次のア～オの文を，本文の内容の流れに合うように並べかえなさい。

ア　Yuto told his father about the cherry trout and they talked about Yuto's future.
イ　Yuto and Jack carried the buckets and released young fish into the river.
ウ　Yuto and Jack went to a park and saw Yuto's father and many children there.
エ　Yuto saw a big fish when he ran along the river in the morning.
オ　Yuto's father answered a question asked by a child about the cherry trout.

（　　）→（　　）→（　　）→（　　）→（　　）

□(7)　次の英文は，優人さんが，中学校を卒業した春休みに，ジャックさんと再会したときの会話の一部です。これを読んで，A，Bの空所に適する4語以上の英語を書きなさい。

> *Yuto:* What［ A ］do in the future?
> *Jack:* I want to work as a doctor in foreign countries. I will help sick people there. How about you, Yuto? Have you made any plans yet?
> *Yuto:* Yes.［ B ］in the future.
> *Jack:* Sounds nice! You will look at your country and its culture from a different point of view if you stay and study in a foreign country.

A ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　B ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿