

A ランク

全員必修！ 入試必出問題はこれでOK。

1 最重要・英文法

入試必出！最重要英文

(復習)

It is important for us to help each other.

* each other お互い

[意味] お互いに助け合うことは、私たちにとって大切です。

◎ **It is** … (**for** 人) **to** + 動詞の原形. = ~することは (人にとって) …です。

練習問題1 次の英文をそれぞれ日本語に直しなさい。

(1) It is important for us to study hard.

(2) It is important for us to help other people.

* other ほかの

(3) It is important for us to help each other.

(4) It is important for us to think about other people.

(5) **平成 21 年** It is important for us to have enough sleep.

* enough 十分な

(6) **平成 17 年** It's important for you to eat breakfast.

(7) It is useful for us to read books.

(8) It is interesting for me to use the Internet.

(9) It is important to learn foreign languages.

* foreign languages 外国語

(10) It was difficult for me to speak English well.

(11) I think it is a lot of fun to play baseball.

* I think ~ 私は～だと思う a lot of fun とても楽しい

(12) 平成 21 年(改) It is important to talk with people from other countries.

* talk with ~ ~と話す ... from other countries ほかの国々から来ている…

練習問題2 ()内の語を並べかえ, 正しい英文を書きなさい。

(1) テレビを見ることは, 私にとっておもしろい。

(is / to / for / TV / interesting / me / it / watch / .)

(2) お互いに助け合うことは, 私たちにとって大切です。

(us / each other / it / help / is / for / to / important / .)

(3) ほかに人々を助けることは, 私たちにとって大切です。

(help / important / us / people / is / it / to / other / for / .)

(4) 平成 22 年 It was (to / for / see / interesting / me) this.

It was _____ this.

練習問題3 次の日本語を英語で書きなさい。

(1) 英語を勉強することは, 私たちにとって大切です。

(2) 年とった人々を助けることは, 私たちにとって大切です。

練習問題4 次の()に当てはまる英語を, 1語ずつ書きなさい。

() is important () us () eat breakfast every day.

2 短文読解攻略

① 語形変化

1 動詞

◎入試によく出る！ 動詞の変化

- ① yesterday (昨日), last (この前の), ago (~前に) がある文 ⇒ **過去形** (「~した」)
- ② enjoy (楽しむ), finish (終える), stop (やめる) の次 } ~ing 形 (動名詞「~すること」)
- in, for, at, without など 前置詞 の次 }
- ③ am, is, are, was, were の次 } ・ ~ing 形 (進行形「~している・~していた」)
- } ・ **過去分詞形** (受動態「~(さ)れている・(さ)れた」)
- ④ have (has) の次 ⇒ **過去分詞形** (現在完了「~している・~したことがある・~してしまった」)
- ⑤ 人 + **現在分詞** (~ing 形) = ~している人 / 物 + **過去分詞形** = ~された物

演習問題1 次の英文の()内の語を適切な形にして、書きなさい。

(1) She (study) English last night.

(2) I (see) some old temples in Kyoto five years ago.

(3) My mother was (make) a cake when I came home.

(4) He (buy) a new bag yesterday.

(5) I have (be) to America before.

(6) The boy (run) over there is my brother.

(7) I have read a book (write) by him.

(8) My father (give) me a book last Sunday.

(9) We enjoyed (swim) in the sea.

(10) I have never (see) the movie.

(11) My parents (take) me to the zoo last month.

(12) Have you ever (hear) that story ?

(13) Who is the girl (sit) under the tree ?

(14) I live in a city (call) "Sun City."

(15) She (feel) happy when she heard the news.

(16) I have already finished (write) an e-mail.

(17) We (eat) lunch together last Sunday.

(18) I (find) a little dog yesterday.

(19) Our school was (build) fifty years ago.

(20) I'm interested in (study) history.

2 名詞・序数

① **many** (多くの), **a lot of** (たくさん), **some** (いくつか) + 名詞の**複数形** (countries など)

② 代名詞(～の) … **my** (私の), **your** (あなたの), **his** (彼の), **her** (彼女の), **our** (私たちの),
their (彼らの) + **人・物**

③ 代名詞(～を・～に) … **動詞** (like など) ・**前置詞** (for, of など) + **me** (私を), **you** (あなたを),
him (彼を), **her** (彼女を), **us** (私たちを), **them** (彼らを)

④ 序数(～番目の) … **first** (第1の), **second** (2番目の), **third** (3番目の),
fourth (4番目の), **fifth** (5番目の) + 名詞の**単数形** (month など)

演習問題2 次の英文の()内の語を適切な形にして, 書きなさい。

(1) There are a lot of (child) in the park.

(2) He ①(tell) us some ②(story) yesterday.

① _____ ② _____

(3) English is ①(speak) in many ②(country).

① _____ ② _____

(4) That is (we) school.

(5) Last winter I visited (he).

(6) Alice is studying in (she) room.

(7) All of (we) enjoyed it very much.

(8) It is important for (they) to study English.

(9) The ①(four) month of the year is April. The ②(five) month of the year is May.

① _____ ② _____

3 形容詞・副詞

① **比較級** [··er] + **than** (～より) = ～よりも…

② **the** + **最上級** [··est] + **in, of** ～ = ～の中でいちばん…

演習問題3 次の英文の()内の語を適切な形にして、書きなさい。

(1) Your bag is (big) than mine.

(2) This box is the (big) of the three.

(3) He swims (well) than any other boy in my class.

(4) This is the (good) watch of all.

(5) This book is (easy) than that one.

(6) This question is the (easy) of the five.

(7) She sings the (well) in her class.

入試頻出問題演習

次の英文の()内の語を適切な形にして, 書きなさい。

(1) She (begin) to play the piano last year.

(2) How many (child) are there in the park ?

(3) You can swim the (fast) in our school.

(4) It's (easy) than your English textbook.

(5) He (buy) a new bike yesterday.

(6) Have you ever (see) the movie ?

(7) It is interesting for (he) to study science.

(8) I think this bag is (good) than that one.

(9) Kumi can play the piano the (well) in her class.

(10) He will show (we) some beautiful pictures.

(11) One of (they) is very good at skiing.

(12) The doll was (pretty) than any other doll in her room.

(13) I have already (do) my homework.

(14) Yesterday was Haruko's (five) birthday.

(15) It's a famous song (sing) by many people.

② 適語選択

☆ 英文中の()にあてはまる最も適切な語を選ぶ問題。

前後の英語を見て、意味と文法から考えて適切な単語を入れよう！

実戦演習

入試問題 ()にあてはまる最も適切な1語を、次の中から1つ選び、書きなさい。

(1) The Japanese school year begins in April. That means that we start school in ().

spring summer fall winter

(2) I will be very happy () you have time to come here.

so during if but

(3) I have a brother () can speak English very well.

who which where how

(4) This is a book () is written in easy English.

how what who which

(5) I lived in Australia () I was a little girl.

that when who what

(6) I usually study after dinner, () today I studied before dinner.

because until since but

③ 英問英答

☆ 英語の質問に対し、英語で答える問題。

質問の意味をつかみ、**主語** + **動詞** + **答えの中心** の順に書けば OK！

動詞の形に注意！ do, does の質問なら動詞は現在形。 did の質問なら動詞は過去形に。

基本演習

次の英文を読んで、それぞれの問に答えなさい。

(1) Mr. Brown is an English teacher who is from Canada.

問 本文の内容に関する次の質問の答えとなるように、()に適切な英語を書きなさい。

Q : What subject does Mr. Brown teach ?

A : He () .

答 **He** _____ .

(2) Ms. Sato was a music teacher. Her classes were fun.

問 本文の内容に関する次の質問の答えとなるように、()に適切な英語を書きなさい。

Q : What subject did Ms. Sato teach ?

A : She () .

答 **She** _____ .

(3) Taro and Bob could buy a new bag .

問 本文の内容に関する次の質問の答えとなるように、()に適切な英語を書きなさい。

Q : What did Taro and Bob buy ?

A : They () .

答 **They** _____ .

(4) Nancy visited Japan two weeks ago.

問 本文の内容に関する次の質問の答えとなるように、()に適切な英語を書きなさい。

Q : When did Nancy come to Japan ?

A : She () .

答 **She** _____ .

☆(5) Ken and Jun studied from 7:00 to 10:00.

問 本文の内容に関する次の質問の答えとなるように、()に適切な英語を書きなさい。

Q : How long did Ken and Jun study ?

A : They () .

答 **They** _____ .

④ 短文読解演習

入試傾向 …… 例年、120～160語前後の短い英文の読解問題が出されている。

◎ 短文読解のポイント 1

- ① **空所補充** …… ()にあてはまる単語を選ぶ問題。
()の前後を見て、文法と意味から考えて最も適切な語を選ぶ。
- ② **筆者が一番言いたいこと** …… キーワードと最後の文に着目！
should (～すべきだ), **need** (～が必要だ) がある文に筆者の主張が表されている。
また、**最後の文** が筆者の意見のまとめになっていることが多い。

入試演習1 次の文を読んで、問1、問2に答えなさい。

Many people use cell phones. They like them because they can call anyone at almost any time from almost any place. <u>Cell phones are convenient, but it is () to use them with good manners.</u> For example, people should not use cell phones on trains, in libraries, and in other public places. Using a cell phone is very dangerous when you are driving. Cell phones are useful, but we need to be careful when we use them.	1
[注] cell phone … 携帯電話 convenient … 便利な manners … マナー dangerous … 危険な	5

問1 下線部について、()にあてはまる最も適切な1語を、次のア～エの中から1つ選び、その記号を書きなさい。

ア sad イ beautiful ウ important エ wrong

問2 筆者がこの英文で一番言いたい内容として最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。

- ア 携帯電話は以前よりも安くなったが、まだ多くの人には利用されていない。
- イ 携帯電話は、車の運転中でも注意して使用すれば危険なことはない。
- ウ 携帯電話は軽量化され、ますます便利になってきている。
- エ 携帯電話は便利であるが、時や場所を考えて使用する必要がある。

入試演習2 次の文を読んで、問1～問3に答えなさい。

I visited my 75-year-old grandmother with my sister last week. We ate lunch with her. We saw that she couldn't use her chopsticks well. "Shall I bring you a spoon?" I asked. She answered, "No, thank you. It's important for me to use chopsticks. ①If I stop (use) chopsticks, it may become difficult to use my fingers well."	1
When I heard her words, I didn't know what to say because I always thought it would be kind to do everything for her. ②I learned that I should help my grandmother only if she () me.	5
〔注〕 chopsticks … はし spoon … スプーン would ~ … ~だろう only if ~ … ~の場合だけ	7

問1 下線部①について、(use)を適切な形にして、書きなさい。

問2 下線部②について、()にあてはまる最も適切な1語を、次のア～エの中から1つ選び、その記号を書きなさい。

- ア helped イ needed ウ sang エ studied

問3 筆者がこの英文で一番言いたい内容として最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。

- ア 高齢者の使いやすい食器 イ 高齢者に好まれる昼食
ウ 高齢者と家族の健康 エ 高齢者に対する心づかい

◎ 短文読解のポイント 2

本文中に1文を補う問題 …… 英文1文を, 本文中の ~ の適切な所に補う。

下記のキーワードに着目して考えよう!

① **it, that** (それ), **they, them** (それら) に着目! これらの語は, 前文のものを指す。

☆ **it** = 前文の単数名詞, **that** = 前文の内容, **they, them** = 前文の複数名詞。

② **but** (しかし) …… but の文は, 前文と対立する内容 を表す。

入試演習3 次の英文を読んで, 問1~問3に答えなさい。

<p>Ellen was an ALT working at a junior high school in Japan. One Saturday morning when she was having breakfast, she remembered something important. "It's January 15 today, my father's birthday!" she thought. So after breakfast at about eight o'clock, Ellen called her father at home in Canada, but no one answered. <input type="text" value="A"/> She was going out to buy a present for her friend, so she had to leave a message on the answering machine. <input type="text" value="B"/></p> <p><u>When she returned home at about six o'clock in the evening, Ellen (find) a message on her answering machine.</u> <input type="text" value="C"/> But Ellen didn't call him back at that time because she remembered the time difference between Canada and Japan.</p> <p>Very late that night, Ellen called her father. <input type="text" value="D"/> He said, "Good morning, Ellen. Thank you for calling me again. You're the first person to call me on my birthday!"</p> <p>〔注〕 answering machine …… 留守番電話</p>	<p>1</p> <p>5</p> <p>10</p> <p>12</p>
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問1 本文中の ~ のいずれかに, It was from her father. という1文を補います。どこに補うのが最も適切ですか。 ~ の中から1つ選び, その記号を書きなさい。

問2 下線部について, (find)を適切な形にして, 書きなさい。

問3 Ellen が父の家の留守番電話に残したメッセージの内容として最も適切なものを, 次のア~エの中から1つ選び, その記号を書きなさい。

ア 電話ありがとう。 イ プレゼントありがとう。 ウ 新年おめでとう。 エ 誕生日おめでとう。

入試演習4 次の英文を読んで、問1～問4に答えなさい。

<p>What do you enjoy in your free time ? Watching movies ? Playing soccer ?</p> <p>A How about reading ?</p> <p>Our school has time for reading. B So we read books every day before the first class. I didn't like reading books at first. And I didn't go to the school library. ①But now I () go there and enjoy reading.</p> <p>Now we are making cards to show our favorite books to each other in my class. I'm looking forward to seeing the cards made by my friends. I'll be happy if I find interesting books. C</p> <p>I read three books this month. ②I've (decide) to read four books next month. I want to read more books. D I really enjoy reading books in my free time.</p>	<p>1</p> <p>5</p> <p>10</p>
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問1 本文中の **A** ~ **D** のいずれかに、It is for ten minutes in the morning. という1文を補います。どこに補うのが最も適切ですか。 **A** ~ **D** の中から1つ選び、その記号を書きなさい。

問2 下線部①について、()にあてはまる最も適切な1語を、次のア～エの中から1つ選び、その記号を書きなさい。

- ア still イ often ウ once エ already

問3 下線部②について、(decide)を適切な形にして、書きなさい。

問4 筆者のクラスの生徒が作ったカードとして最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。

<p>目 標</p> <p>今月は3冊読破!</p> <p>来月の目標は4冊</p>	<p>自己紹介</p> <p>趣味 読書</p> <p>特技 サッカー</p>	<p>本の紹介</p> <p>タイトル 走れメロス</p> <p>作者 太宰治<small>(ださい おさむ)</small></p>	<p>—お知らせ—</p> <p>図書館</p> <p>4月オープン</p>
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- ア イ ウ エ

入試演習5 次の英文を読んで、問1～問4に答えなさい。

Japan has many popular foods. Some of them are from foreign countries.	1
A It was brought from America and became popular. Now Japanese people often eat it. I know two interesting things about pizza.	
B We don't know when pizza was first made. People began eating it many, many years ago. ①There was a big change in pizza () tomatoes were brought to Europe. People at the time didn't eat tomatoes, but some people in Naples, Italy tried to eat them with pizza.	5
C Tomatoes were very good and became popular with pizza.	
In Italy, one person usually eats one whole pizza. D ②Some Japanese people are surprised because they think one whole pizza is usually eaten together with (they) family or friends.	10
	11
〔注〕 Europe … ヨーロッパ Naples, Italy … イタリアの都市, ナポリ one whole pizza … ピザ1枚全部	

問1 本文中の **A** ~ **D** のいずれかに, Pizza is a good example. という1文を補います。どこに補うのが最も適切ですか。 **A** ~ **D** の中から1つ選び, その記号を書きなさい。

問2 下線部①について, () にあてはまる最も適切な1語を, 次のア~エの中から1つ選び, その記号を書きなさい。

- ア when イ that ウ but エ which

問3 下線部②について, (they)を適切な形にして, 書きなさい。

問4 筆者がこの英文を書いた意図として最も適切なものを, 次のア~エの中から1つ選び, その記号を書きなさい。

- ア 日本がアメリカと親密な関係であると伝えること
 イ イタリアの人々が家族をいかに大切にしているかを伝えること
 ウ 自分がどれほどトマトが好きかを伝えること
 エ 自分の知っているピザについての興味深い話を伝えること

入試演習6 次の英文を読んで、問1～問4に答えなさい。

Junko and her little sister Yumi went shopping to buy a birthday present for their father. <input type="text" value="A"/>	1
They were looking for a T-shirt at a shop. <input type="text" value="B"/> They found a white T-shirt and thought it was cool. Then Yumi found a nice blue T-shirt. ① <u>They thought the blue T-shirt was (good) than the white one.</u> But the blue T-shirt looked too small for their father. ② <u>So they asked the man () worked there, "Do you have a large one in the same color ?"</u> He said, "Yes," and showed them a large one. Junko wanted to buy it. <input type="text" value="C"/>	5
Junko asked, "Why ?" Yumi said, "I want both our father and mother to wear T-shirts in the same color." Junko thought it was a good idea, so she said to Yumi, "Let's buy those T-shirts for both of them." <input type="text" value="D"/>	10
After Junko and Yumi came home, they gave the T-shirts to their father and mother. Junko and Yumi were very happy because they liked the presents.	12

問1 本文中の ~ のいずれかに, But Yumi wanted to buy one more T-shirt. という1文を補います。どこに補うのが最も適切ですか。 ~ の中から1つ選び, その記号を書きなさい。

問2 下線部①について, (good)を適切な形にして, 書きなさい。

問3 下線部②について, ()にあてはまる最も適切な1語を, 次のア～エの中から1つ選び, その記号を書きなさい。

- ア what イ who ウ how エ which
-

問4 Junko と Yumi は, 何色の T シャツを何枚買いましたか。日本語で答えなさい。

入試演習7 次の英文を読んで、問1～問3に答えなさい。

Junko and her sister Yumi went shopping to buy a birthday present for their father.	1
They were looking for a T-shirt at a shop. ① <u>They found a T-shirt () was white and cool.</u> Then Yumi found a nice blue T-shirt. They thought the blue T-shirt was better than the white one. Junko wanted to buy it. But Yumi wanted to buy one more T-shirt. Yumi said, “I want both our father and mother to wear T-shirts in the same color.”	5
Junko thought it was a good idea, so she said to Yumi, “Let’s buy those T-shirts for both of them.”	
② <u>After Junko and Yumi came home, they (give) the T-shirts to their father and mother.</u> Junko and Yumi were very happy because they liked the presents.	8

問1 下線部①について、()にあてはまる最も適切な1語を、次のア～エの中から1つ選び、その記号を書きなさい。

- ア when イ who ウ which エ where
- _____

問2 下線部②について、(give)を適切な形にして、書きなさい。

問3 本文の内容に関する次の質問の答えとなるように、()に適切な英語を書きなさい。

Question : How many T-shirts did Junko and Yumi buy ?

Answer : They () .

They _____ .

入試演習8 次の英文を読んで、問1～問4に答えなさい。

<p>Ayako lives in a city near Tokyo. There is a park near her house. A</p> <p>In spring many people come to see the cherry blossoms there. B ①She likes the park () she knows that her grandfather planted the cherry trees there.</p> <p>He is eighty years old now. C ②When he (be) thirty years old and a junior high school teacher, he planted the cherry trees with his students. D</p> <p>The cherry trees make many people happy every spring.</p> <p>〔注〕 cherry … サクラ blossom … 花 plant ~ … ~を植える</p>	<p>1</p> <p>5</p>
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問1 本文中の A ~ D のいずれかに、It has a lot of big cherry trees. という1文を補います。どこに補うのが最も適切ですか。 A ~ D の中から1つ選び、その記号を書きなさい。

問2 下線部①について、()にあてはまる最も適切な1語を、次のア～エの中から1つ選び、その記号を書きなさい。

- ア but イ that ウ until エ because

問3 下線部②について、(be)を適切な形にして、書きなさい。

問4 本文の内容に関する次の質問の答えとなるように、()に適切な英語を書きなさい。

Question : How many years ago did Ayako's grandfather plant the cherry trees ?

Answer : He () .

He _____ .

3 長文攻略

◎入試長文問題・攻略手順

- ① 長文下の[注]を見る。 ⇒ これで長文の内容がだいたいわかる！
- ② 問いを読む。 ⇒ 長文は後回しにして、まず問題を把握！
- ③ 答えを長文からさがす。 ⇒ 長文の中に答えがある！

☆☆☆ 長文はヒントがいっぱい。答えが長文の中に書かれているから、だれでも得点できる。

① 日本語記述

- 1 問いの日本語をキーワード(英語)におきかえる！
- 2 キーワードを、長文からさがして答える！

例題 次の英文を読んで、あとの問いに答えなさい。

〔埼玉県入試問題〕

- Kaori : Hi, Jack! Are you busy now? I'm writing a letter to Nepal. I want some help. 1
- Jack : A letter to Nepal?
- Kaori : Yes. Look at our school's homepage.
- Jack : (*Jack reads the homepage.*) Oh, your school did some volunteer work! 5
- Kaori : It wasn't easy, but we all collected cans.
- Jack : That's good. How did you collect so many cans?
- Kaori : We visited houses in our city after school and told the people about our volunteer work. They were very kind and gave us a lot of cans.
- Jack : Did your teachers help you? 10
- Kaori : Of course. They taught us a lot about Nepal. And when we went to parks and other places to collect cans in summer, they asked our parents to join us in our work. Many parents came to help us. We were able to collect a lot of cans.
- Jack : So you also cleaned the city. Did you learn anything from your volunteer work? 15
- Kaori** : Yes, **I learned if we work together we can help many people.** Now my class will send letters and pictures to the students at the new school. We hope they will write back and we can be friends.
- Jack : I see. That's a good idea. So, let's start writing. 20

[注] Nepal = ネパール王国 homepage = ホームページ
collect cans = 缶を集める

(問) Kaori が, ボランティア活動を通して学んだことは何ですか。日本語で書きなさい。

① 長文の下の[注]を見て, 内容を推理。

長文の内容は, 「ネパール王国に関連して, 缶を集めたという話」のようだ。



② 問いの日本語をキーワード(英語)におきかえる!

問われている中心は, 「学んだ」こと。*「学ぶ」= learn 「学んだ」= learned

☆「学んだ」⇒ **learned** におきかえる。



③ キーワードを長文からさがして答える!

☆ **learned** を長文からさがす! * Kaori の発言からさがそう。

すると, 下から4行目に **learned** がある!

キーワードを○で囲み, その右側の英語に下線をひこう。

I **learned** if we work together we can help many people.

私は~を学んだ



☆ ココを日本語に訳せばOK!

* if ~ = もし~なら work = 働く together = 一緒に can ~ = ~できる

(答え) = もし私たちが一緒に働けば, 多くの人々を助けることができること。
(協力すれば, 人助けができること。)

確認問題 1

問題1 次の英文を読んで、あとの問いに答えなさい。

Yuki went to Canada with her family. She learned English is important.

〔注〕 important 大切な

(問) Yuki は どのようなことを学んだか、日本語で書きなさい。

問題2 次の英文を読んで、あとの問いに答えなさい。

Akira visited America last year. He has learned studying about Japan is important.

〔注〕 ~ing ~すること(は) about ~ ~について

(問) Akira は どのようなことを学んだか、日本語で書きなさい。

問題3 次の英文を読んで、あとの問いに答えなさい。

Takao visited Mr. Ito's college. Mr. Ito showed a solar car to Takao. Takao¹ asked Mr. Ito many questions about solar cars. Mr. Ito answered all of them. Takao learned many things about solar cars. Takao thought, "Mr. Ito works very hard every day to make better solar cars."⁴

〔注〕 college 大学 solar car ソーラーカー

(問) Takao は どのようなことを学んだか、日本語で書きなさい。

◎日本語記述問題必出! 重要キーワード

① 学んだ

=

ラ ー ン ド
learned

② 大切だ

=

イ ン ポ ー タ ン ト
important

③ ~なので

=

ビ コ ー ズ
because

… (理由を表す)

④ ~すべきだ

=

シ ュ ッ ド
should

入試例文

① I **learned** that knowing about our own country is very important.

* that ~ ~ということ ~ing ~すること(は) about ~ ~について
our own ~ 私たち自身の~

(意味) 私は、私たち自身の国について知ることはとても大切だということを学びました。

② It is **important** to try to talk with people from other countries.

* It is ~ to … …することは~だ try to ~ ~しようとする
talk with ~ ~と話す people from other countries 他の国々から来ている人々

(意味) 他の国々から来ている人々と話そうとすることは大切です。

③ She felt sad **because** she couldn't understand English.

* felt 感じた sad 悲しい couldn't ~ ~できなかった understand 理解する

(意味) 彼女は英語を理解することができなかったので、悲しく感じました。

④ We **should** think about other people and make them happy.

* think about ~ ~について考える other ほかの make ~ happy ~を幸せにする

(意味) 私たちは、ほかの人たちについて考え、彼らを幸せにすべきです。

〔確認〕空所にあてはまる英語・日本語を書きなさい。

◎日本語記述問題必出キーワード

① 学んだ =

② 大切だ =

③ ~なので =

④ ~すべきだ =

① I **learned** that knowing about our own country is very important.

* that ~ ~ということ ~ing ~すること(は) about ~ ~について our own ~ 私たち自身の~

(意味)

② It is **important** to try to talk with people from other countries.

* It is ~ toすることは~だ try to ~ ~しようとする talk with ~ ~と話す
people from other countries 他の国々から来ている人々

(意味)

③ She felt sad **because** she couldn't understand English.

* felt 感じた sad 悲しい couldn't ~ ~できなかった understand 理解する

(意味)

④ We **should** think about other people and make them happy.

* think about ~ ~について考える other ほかの make ~ happy ~を幸せにする

(意味)

◎日本語記述問題必出キーワード

① 学んだ =

② 大切だ =

③ ~なので =

④ ~すべきだ =

① I **learned** that knowing about our own country is very important.

(意味)

② It is **important** to try to talk with people from other countries.

(意味)

③ She felt sad **because** she couldn't understand English.

(意味)

④ We **should** think about other people and make them happy.

(意味)

日本語記述問題・攻略手順！

①問いの日本語をキーワード(英語)におきかえる！

②キーワードを長文からさがして答える！

☆キーワードのある文が答え (ふつう, キーワードの右の英語が答え)

「学んだ」 ⇒

learned

「大切だ」 ⇒

important

「理由」 ⇒

because

「すべきだ」 ⇒

should

例題1 次の英文を読んで, あとの問いに答えなさい。

Kumi visited London last summer. She stayed with the host family. She felt happy **because she could talk with a lot of people in English.**

〔注〕 could ~ ~できた in English 英語で

(問) Kumi がうれしく感じたのはなぜですか。理由を日本語で書きなさい。

★ **because** を長文からさがして答える！

2行目 = because ~ の文が理由を表す。= 答え

(答) たくさんの人々と英語で話すことができたから。

例題2 次の英文を読んで, あとの問いに答えなさい。

Mitsuo said, “We should be careful when we use cell phones. I think that **it is important to think about other people.**”

〔注〕 cell phone 携帯電話

I think that ~ 私は~だと思

think about ~ ~について考える

other 他の

(問) Mitsuo はどうすることが大切だと思っていますか。日本語で書きなさい。

★ **important** を長文からさがして答える！

I think that it is **important to think about other people.**

ココが答え！

(答) 他の人々について考えること。

確認問題 2

問題1 次の英文を読んで、あとの問いに答えなさい。

Hiroshi is a junior high school student. He said, "Everyone should learn English."

〔注〕 everyone みんな

(問) Hiroshi は、みんなは何をすべきだと言いましたか。日本語で書きなさい。

問題2 次の英文を読んで、あとの問いに答えなさい。

Kenta enjoyed his stay in Canada. He learned a lot of interesting things there. He thinks that it is important to study about Japan.

(問) Kenta は、どんなことが大切だと思っていますか。日本語で書きなさい。

問題3 次の英文を読んで、あとの問いに答えなさい。

Rumi visited Australia last summer. She stayed there for a week. She felt happy because she could talk with many people in English.

(問) Rumi がうれしく感じたのはなぜですか。理由を日本語で書きなさい。

問題4 次の英文を読んで、あとの問いに答えなさい。

Mariko is a junior high school student. She went to America during the summer vacation. At first she felt sad because she couldn't understand English.

〔注〕 at first 最初は

(問) Mariko が最初は悲しく感じたのはなぜですか。理由を日本語で書きなさい。

問題5 次の英文を読んで、あとの問いに答えなさい。

Takashi is going to visit an old people's home with his friends on Saturday. He is going to do volunteer work there. Takashi thinks it is important to help old people and make them happy.

〔注〕 old people's home 老人ホーム

(問) Takashi は何が大切だと思っていますか。日本語で書きなさい。

問題6 次の英文を読んで、あとの問いに答えなさい。

Aya had a very good time in America. She learned that it is important to try to talk with many people. She wants to go there again.

(問) Aya は、どんなことを学びましたか。日本語で書きなさい。

入試問題演習

入試演習1 次の英文を読んで、あとの問いに答えなさい。

Do you eat breakfast every morning ? You may be very busy every day. 1
Some of you may think you don't need to take the time to eat in the morning, but
skipping breakfast is not a good idea. To make your day happy and healthy, you
should eat breakfast every morning. 4

〔注〕 may ～ ～かもしれない don't need to ～ ～する必要はない
skip 省く healthy 健康な

(問) 筆者は、私たちはどうすべきだと述べていますか。日本語で書きなさい。

入試演習2 次の英文はYuriのスピーチです。これを読んで、あとの問いに答えなさい。

Last year, my school had a work experience day. We worked at a shop. On 1
the work experience day, I used a lot of *keigo*. Then an old woman said to me, "You
have spoken very politely to me, so I feel happy." When I heard this, I thought, "It
is important for us to use beautiful language." Now I think I have to learn more
keigo. 5

〔注〕 work experience 職場体験 *keigo* 敬語 politely ていねいに
language 言葉づかい more より多くの

(問) Yuri は、私たちにとってどうすることが大切だと思いましたか。日本語で書きなさい。

入試演習3 次の英文は京子のスピーチです。これを読んで、あとの問いに答えなさい。

Mr. Smith is our ALT. He is from Australia. He has lived in Japan for two 1
years and he can speak Japanese very well. He likes Japanese music and listens
to it every day. He often eats lunch in the classroom and we enjoy talking with
him.

One day he told us about Australia. I have wanted to visit Australia for a 5
long time, so I enjoyed listening to him. I was surprised because Mr. Smith
said many people in Australia learn Japanese.

[注] Mr. Smith スミス先生 Australia オーストラリア said ~ ~と言った

(問) 京子が驚いたのはなぜですか。理由を日本語で書きなさい。

入試演習4 次の英文を読んで、あとの問いに答えなさい。

Kaoru : Hi, Ms. Miller. Are you enjoying the International Day? 1

Ms. Miller : Yes. It's great. I didn't know so many people from other countries
live in and around this city. I was surprised. Did you visit other
booths, and talk with people there?

Kaoru : Yes. Well, at first I was a little shy. Because it's the International 5
Day, I thought I had to speak in perfect English. But later I
understood that it is important to try to talk with people from
other countries. We don't have to use perfect English.

Ms. Miller : Good for you.

Kaoru : It is a lot of fun to meet and talk with people from different 10
countries.

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

[注] International Day インターナショナル・デー(地域の住民と外国人が交流する行事)
booth 展示ブース shy 内気な, はにかんだ perfect 完全な

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

② 英文選択

☆本文の内容と合う英文を選ぶ問題攻略

- ① まず選択肢の英語に注目！
- ② 選択肢の英語と同じような所を、長文の中からさがす！

例題 次の英文を読んで、あとの問いに答えなさい。 [埼玉県入試問題]

Kaori : Hi, Jack! Are you busy now? I'm writing a letter to Nepal. I want some help. 1
Jack : A letter to Nepal?
Kaori : Yes. Look at our school's homepage.
Jack : (*Jack reads the homepage.*) Oh, your school did some volunteer work! 5
Kaori : It wasn't easy, but we all collected cans.
Jack : That's good. How did you collect so many cans?
Kaori : We visited houses in our city after school and told the people about our volunteer work. They were very kind and gave us a lot of cans.
Jack : Did your teachers help you? 10
Kaori : Of course. They taught us a lot about Nepal. And when we went to parks and other places to collect cans in summer, they asked our parents to join us in our work. Many parents came to help us. We were able to collect a lot of cans.
Jack : So you also cleaned the city. Did you learn anything from your volunteer work? 15
Kaori : Yes, I learned if we work together we can help many people. Now my class will send letters and pictures to the students at the new school. We hope they will write back and we can be friends.
Jack : I see. That's a good idea. So, let's start writing. 20

[注] Nepal = ネパール王国 homepage = ホームページ
collect cans = 缶を集める

(問) 本文の内容と合うものを、下のア～エの中から1つ選び、その記号を書きなさい。

- ア Kaori and Jack want to build a new school for children in Nepal.
- イ Jack wants to help Kaori and her classmates with their volunteer work.
- ウ The people in Kaori's city were not so kind to Kaori and her classmates.
- エ Kaori's class wants to be friends with the students at the new school in Nepal.

① 選択肢の英語に注目！

◎正解の英文は、下記のものが多い。これをヒントに考えよう。

1 キーワードはこれ！

○ **good**(良い), **happy**(幸せな), **better**(より良い), **friend**(友達)などの語があり、
良い内容の文。

× **no** (1つも～ない) などがあり、良くない内容の英文は、答えでないことが多い。

2 英文を比べ、先頭の語が同じで、同じ単語が多く入っている文

例題の選択肢

ア **Kaori** and Jack **want to** build a **new school** for children **in Nepal**.

イ Jack wants to help Kaori and her classmates with their volunteer work.

ウ The people in Kaori's city were **not so kind** to Kaori and her classmates.

エ **Kaori's class** **wants to** be **friends** with the students at the **new school in Nepal**.

(カオリのクラスの生徒たちは、ネパール王国の新しい学校の生徒たちと友達になりたい。)

例題の選択肢をチェックしてみよう。ウの文は **not** があり、良くない内容。エの文は、**friend** があり、
良い内容。また、アとエの文の先頭の語が同じで、同じ単語も多く入っている。



② 選択肢の英語と同じような所を、長文の中からさがす。 これが決め手。

★ 答えのさがし方

アの内容は長文の上のほう、イ・ウは中段、エの内容は長文の最後のほうに着目！

Kaori さんが最後に言った内容(長文中の下線部)と、エの英語は同じような内容になっている。
(長文中の下線部=「今私のクラスの生徒たちは、新しい学校の生徒たちへ手紙や写真を送るつもりだ。私
たちは彼らの返事と、友達になることを望んでいる。」)

また、Kaori , class , be , friends , the students at the new school という単語も一致している。

したがって、

(答え) = **エ**

実戦練習

平成 19 年

3 次は Ayaka が書いた作文です。これを読んで、あとの問いに答えなさい。

1 Last summer twenty students from a sister city in Australia visited Japan. They went to Tokyo and then came to my city. For the last three days each student stayed with a Japanese family. Diana stayed with us. My family welcomed her and enjoyed talking with her. Her Japanese was very good because she was learning Japanese in her school.
5 She was interested in Japanese culture.

When we had dinner, Diana asked us a question about hotel room numbers in Japan. She stayed at a hotel in Tokyo. Her room was 203 and the next room number was 205, not 204. She tried to find room 204 but she couldn't. She asked us why there was no room 204. My father answered, "Some Japanese think number four is a bad number. They
10 don't like the number because it is pronounced the same as the word for death. So, some hotels and hospitals don't have room numbers ending in four in Japan." Diana said, "That's interesting. I didn't learn that in my Japanese class."

The next morning Diana and I got up and went to the living room. My parents were drinking green tea. Diana was a little surprised and said, "I thought Japanese people
15 always drink green tea in a special way." My mother said, "You are talking about a tea ceremony but this is not a tea ceremony. We usually drink green tea as you drink tea or coffee."

In the afternoon, I took Diana to the summer festival in my town. A lot of people were walking through many kinds of shops along the street. Diana said, "Many girls are
20 wearing kimonos. They are so beautiful. I learned that many years ago Japanese people wore kimonos every day but today most people don't wear them. Why are those girls wearing kimonos today?" I answered, "They are wearing *yukata*, a kind of kimono. Many young girls like wearing *yukata* at summer festivals."

Before Diana left us, we took her to a park near my house. We walked around and
25 played on the grass. Diana found a four-leaf clover in the grass and said, "In my country it's a good thing to find a four-leaf clover. But it's really sad to find it on my last day with you, because four is a bad number in Japan." My father said to her, "Don't worry, Diana. Four-leaf clovers are good in Japan too." Diana said, "That's great. I'm happy now."

When we had to say good-bye to Diana, we gave her a present. I said, "You can open
30 it now." Diana opened the present and said, "Oh, it's a *yukata*. I really like it. Thank you very much. I learned a lot about Japanese culture before I came here, and I thought I knew many things. But there are some things people don't know about a country until they visit it. I've found out new things about Japanese culture. Three days are very short but staying with you has been more interesting than visiting some
35 famous Japanese places."

(注) welcomed ~ ~を歓迎した
the same as ~ ~と同じように
ending in ~ ~で終わる
tea ceremony 茶道
four-leaf clover 四つ葉のクローバー

is pronounced 発音される
death 死
special way 特別な方法
wore ~ ~を着ていた
until ~ ~まで
grass 草地

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

(1) Diana asked a question about hotel room numbers in Japan because

- ア she couldn't find room 204.
- イ she couldn't find room 205.
- ウ she couldn't find her room.
- エ she couldn't find her friend's room.

答 _____

(2) Diana has found out

- ア that there are no hotels and hospitals in Tokyo.
- イ that she knows a lot about number four in Japan because she learned about Japan in her school.
- ウ that coffee is more popular than green tea in Japan today.
- エ that there are some things people don't know about a country until they visit it.

答 _____

実戦練習

平成 18 年

3 次の文章を読んで、問いに答えなさい。

1 Is it easy for you to walk on the street? Many people will say, “Of course, it is. I do it every day,” but old people, for example, find it difficult. What can we do for them? If we look around carefully, we will find something to make things better for everyone. Here is the story of a young girl, Akiko. She worked with her classmates to do that.

5 One day Akiko went to a shop by the station. When she was near the shop, she met an old lady walking with a handcart on the sidewalk. The lady could not move because there were many bikes there. Akiko helped her. The lady thanked Akiko and said that going shopping was difficult for her because people parked their bikes on the sidewalk every day. Akiko felt angry when she heard this. She also thought that the bikes parked on the
10 sidewalk were dangerous for everyone. A few days later Akiko wrote about parked bikes in her class. She wrote that people should know that bikes parked on sidewalks made life difficult for everyone. Her classmates read it and wanted to do something about that. Their teacher agreed with the idea.

15 First, Akiko and her classmates studied in their school library about the danger of parked bikes to old people and other people. Then they asked other students and parents, “Have you ever parked your bike on a sidewalk around the station?” About 40 % of them answered yes. Akiko and her classmates were surprised at that.

20 Second, around the station Akiko and her classmates helped a group of city officials after school when they put stickers on the bikes. The stickers said, “Don’t park your bike here!”

Akiko and her classmates prepared a leaflet about the danger of parked bikes. During the summer vacation, they gave it to people who used the station in the morning.

25 Later in fall, Akiko and her classmates presented their project at the school festival. Many people —students and parents— came to see it and said to them, “I will never park my bike on the sidewalk.” Akiko and her classmates were glad when they heard these words.

Soon Akiko and her classmates found that there were not as many bikes parked on the sidewalk as before. They felt very happy. They thought that life was a little easier for everyone.

30 Akiko says that the work wasn’t easy but it made life better for everyone. If you look around and think about other people, you can make everyone’s life different. Do you agree with this idea?

- 〔注〕 lady … 婦人 handcart … 手押し車 sidewalk … 歩道
park … (自転車をとめる) dangerous … 危険な
danger … 危険 city officials … 市の職員
stickers … ステッカー prepared a leaflet … ちらしを準備した
presented their project … 活動の内容を発表した

問 本文の内容に合うように、次の（１）と（２）の英文に続けるのに最も適切なものを、ア～エの中から一つずつ選び、その記号を書きなさい。

(1) The writer wants to say

- ア that it is easy for Akiko to go shopping with an old lady.
- イ that it is difficult to help people in shops or on sidewalks.
- ウ that we can do something to make life better for everyone.
- エ that we should be careful when we go shopping in the city.

答 _____

(2) In her class, Akiko wrote

- ア why she saw an old lady in a shop near the station every day.
- イ where she went shopping with her classmates every week.
- ウ how many people rode a bike to go to the station every day.
- エ that bikes parked on sidewalks made life difficult for everyone.

答 _____

実戦練習

入試問題

次は、Kaori の学校のホームページに掲載されているニュースと、それに関する、Kaori と Kaori の家にホームステイしている Jack の会話です。これを読んで、次の問いに答えなさい。

SCHOOL NEWS

Our Students Work to Build a School in Nepal

Our student's dream has come true at last ! Many children in Nepal could not go to school because there were not enough schools. Our students decided to raise money to build a school by doing volunteer work. After five long years of hard work, they raised 1,000,000 yen by collecting cans. They sent the money to Nepal last year. A new school opened in Nepal.

Kaori and Jack talk in Kaori's house.

Kaori : Hi, Jack! Are you busy now? I'm writing a letter to Nepal. I want some help. 1

Jack : A letter to Nepal ?

Kaori : Yes. Look at our school's homepage.

Jack : (*Jack reads the homepage.*) Oh, your school did some volunteer work ! 5

Kaori : It wasn't easy, but we all collected cans.

Jack : That's good. How did you collect so many cans ?

Kaori : We visited houses in our city after school and told the people about our volunteer work. They were very kind and gave us a lot of cans.

Jack : Did your teachers help you ? 10

Kaori : Of course. They taught us a lot about Nepal. And when we went to parks and other places to collect cans in summer, they asked our parents to join us in our work. Many parents came to help us. We were able to collect a lot of cans.

Jack : So you also cleaned the city. Did you learn anything from your volunteer work? 15

Kaori : Yes, I learned if we work together we can help many people. Now my class will send letters and pictures to the students at the new school. We hope they will write back and we can be friends.

Jack : I see. That's a good idea. So, let's start writing. 20

〔注〕 Nepal …… ネパール王国 has come true …… 実現した enough …… 十分な数の
decided to ~ …… ~しようと決心した raise money …… お金を集める collect cans …… 缶を集める

問1 本文の内容と合うものを, 下のア~エの中から1つ選び, その記号を書きなさい。

ア Kaori and Jack want to build a new school for children in Nepal.

イ Jack wants to help Kaori and her classmates with their volunteer work.

ウ The people in Kaori's city were not so kind to Kaori and her classmates.

エ Kaori's class wants to be friends with the students at the new school in Nepal.

問2 ネパール王国の多くの子どもたちが学校へ行くことができなかったのはなぜですか。
その理由を日本語で書きなさい。

問3 Kaori が, ボランティア活動を通して学んだことは何ですか。日本語で書きなさい。
