

第12章 代名詞

思考力を鍛えよう!

読解問題

分類・比較・関連・配列・因果 / 関連・配列・因果

思考力を鍛えよう!

分類 比較 関連 矛盾 配列 置換 手順 因果 具体 抽象 構造 定義

10分

((学習のねらい)) 家族で海外旅行の行き先を話し合うとき、観光スポット、食べ物、ホテル、気候、治安、費用など複数の条件を比較し、結論をしばり込んでいきます。このような場面は、英語、日本語を問わず私たちの日常生活の中で多くあります。この章では、海外の友人のリクエストに応じて最適な部屋を提案する練習をします。第8章で学んだ **Compare & Contrast** (比較・対照) の発展問題です。

カナダの友人の Tom が日本の大学に通うために、来月日本にやってきました。Tom からのメールには一人暮らしを希望していること、どのような部屋に住みたいかといったことが書かれていました。次の英文はそのメールの一部です。彼の希望を可能な限り多く実現する部屋は下の A~D のどれですか。英文を読み、表や図を見て選びなさい。部屋に対する希望に優先順位はありません。また、あなたが Tom に確認しておいたほうがよいと考える条件は何ですか。あれば日本語で1つ答えなさい。

I'm looking for an apartment for about ¥70,000.

I'm interested in Japanese culture, so if it is possible, I'd prefer a Japanese-style room.

I like cooking very much, so I need a kitchen. I'd like to have a pet. I love dogs!

I'd like to live in a sunny room. I hope there is a convenience store nearby.

5 I'd like a room convenient for going to college.

I don't *care whether it is large or small. [注] care whether A or B : A か B か気にする

Room	A	B	C	D
Floor	7th	5th	4th	2nd
Rent	¥85,000	¥70,000	¥65,000	¥50,000
Air-conditioner	○	×	○	×
Style	Western	Western	Western	Japanese
Time to college	40 minutes	45 minutes	35 minutes	1 hour
Convenience store	10 minutes' walk	3 minutes' walk	20 minutes' walk	25 minutes' walk
Pet	○	○	×	×

<p>A 48m²</p>	<p>B 36m²</p>
<p>C 29m²</p>	<p>D 25m²</p>

{ } 確認しておいたほうがよいと考える条件 ()

読解問題 1

10分

/10



次の英文は、北海道の学校で学んでいる留学生のシンディ(Cindy)が、アメリカの友だちに送った手紙の一部です。これを読んで、あとの問いに答えなさい。

I arrived in Hokkaido two weeks ago. My school in Japan is wonderful! I read some books about Japan before I came here, but many things about Japanese school life are new to me.

One example happened on my first day. Something interesting happened at lunch 5 time. After the fourth class finished, suddenly my classmates put their *lunch boxes on their desks and began to eat lunch! I couldn't believe it. So I asked my friend, Shiori, "Aren't your desks for studying?" She answered, "① Of course they are. But we use them when we eat lunch, too."

Something else happened after school that day.

10 *Lastly, we have our *school trip for five days next month. You may also be interested in this because our school in America doesn't have such a long trip. I'm very happy because I will go to Kyoto. I can see the old Japanese city with my own eyes.

[注] lunch box : 弁当箱 lastly : 最後に school trip : 修学旅行

(1) 下線部①で詩織(Shiori)が言っていることとして適するものを、次のア～エから1つ選び、記号で答えなさい。 (2点)

ア 机は勉強をするためのものということ。 イ 同級生は質問に驚いたということ。

ウ 机は食事をするためのものということ。 エ 同級生は勉強中だということ。 []

(2) 次のA～Dの英文は、から抜き出したものです。文脈に合うように並べかえるとき、適する順をア～エから1つ選び、記号で答えなさい。 **配列** (3点)

A They don't have *cleaning staff.

[注] cleaning staff : 清掃を行う職員

B After we finished our last class, some students started to clean the classroom.

C But after cleaning with them, I felt good.

D That was also surprising.

ア A → D → C → B イ B → D → A → C

ウ B → C → D → A エ A → C → B → D []

(3) 次の各文で、本文の内容と合うものには○、合わないものには×を書きなさい。 (1点×3)

Ⓐ When Cindy came to Japan, she didn't know anything about Japan. []

Ⓑ Cindy thinks that eating lunch in the classroom is very good. []

Ⓒ Cindy is looking forward to a school trip with her classmates. []

(4) 次の問いに対して、あなた自身の立場で理由を含めた1文の英語で答えなさい。 (2点)

Which do you like better, eating lunch in the classroom or eating lunch outside?

読解問題 2



10分

/10

次の英文を読んで、あとの問いに答えなさい。

Dear Satoshi,

Hello. How are you?

My family and I arrived in *Montreal three days ago. 【ア】 We are staying at my uncle's house here. He and his *Canadian wife are very kind. She is good at cooking
5 and we enjoy Canadian food at their home every day.

My uncle showed us many interesting things about this country. (①), we visited *Quebec City yesterday. 【イ】 We did some sightseeing there. Actually, Quebec City wasn't a big city, so we could walk around the town in only one day. It is famous for its walls and a lot of old buildings like *medieval European ones. 【ウ】 Many of them are
10 *historically important.

We are going to stay in Montreal for about a week but I want to stay longer. 【エ】 (②), do you know that most people here speak two languages? One is English, and the other is French. (③), they can understand English, but they usually speak French. I see many French words in the street, too, so I .

15 With this letter, I am sending some pictures and *souvenirs. I hope you like them.

Your friend,

Linda

【注】 Montreal : モントリオール Canadian : カナダ(人)の Quebec City : ケベックシティ
medieval European : 中世ヨーロッパの historically : 歴史的に souvenir : おみやげ

(1) 次の英文は【ア】～【エ】のどの位置に入れるとよいか、記号で答えなさい。【関連】 (2点)

It took about three hours to get there by bus from Montreal. []

(2) ①～③の()に適するものを、次のア～エから1つずつ選び、記号で答えなさい。 (1点×3)

ア Of course イ By the way ウ However エ For example
① [] ② [] ③ []

(3) ④に適するものを、次のア～エから1つ選び、記号で答えなさい。【因果】 (2点)

ア like to talk with people in French イ can't use English in Montreal
ウ don't have to speak French エ plan to practice some French []

(4) 本文の内容と合うように、次の文の____に適する語を書きなさい。 (1点×3)

- ① Linda's _____ cooks Canadian _____ for Linda and her family.
② Linda and her family went sightseeing with her _____.
③ Most people in Montreal usually speak _____ though they can understand _____.

思考力を鍛えよう!

分類 - 比較 - 関連 - 矛盾 - 配列 - 置換 - 手順 - 因果 - 具体 - 抽象 - 構造 - 定義

5分

((学習のねらい)) 発言には意図があります。意図を直接述べている発言もあれば、意図を間接的に伝えている発言もあります。今回の練習問題では発言からその意図を推測する能力を鍛えていきましょう。

次のそれぞれの発言が合うシーンを、Scene 1~3 から1つずつ選び、番号で答えなさい。

(1) “I wish I were a gorilla!!” Scene []

Scene 1

John is a member of a swimming club. He is going to take part in a swimming meet next month. However, he broke his leg in P.E. class. John shouted, “**I wish I were a gorilla!!**”

Scene 2

Emma was cleaning her grandfather’s garage. She found a large old toolbox. It sounded *like the box had a lot of coins in it. It was not locked, but it was too tight to open the lid. Emma said, “**I wish I were a gorilla!!**”

[注] like : (～が)…のように

Scene 3

Oliver wants to be a zookeeper. He has read as many books as he can to learn about animals. He found a book about a monkey, but it was too expensive for him. Oliver said, “**I wish I were a gorilla!!**”

(2) “I wish I were a dictionary!!” Scene []

Scene 1

Lucas is going to take a math exam next week. He really wants to get a good score, and he is studying hard. Lucas said, “**I wish I were a dictionary!!**”

Scene 2

Benjamin is learning Japanese. He wants to talk with Japanese friends, but he is too shy to talk to them. Benjamin said to himself, “**I wish I were a dictionary!!**”

Scene 3

Luna is a member of a newspaper club. She admires a certain journalist. He uses a variety of words to describe situations *accurately. She wants to write a school newspaper like him, but she doesn’t know enough words to do so. Luna said, “**I wish I were a dictionary!!**”

[注] accurately : 正確に

読解問題 1



15分

/10



次の英文を読んで、あとの問いに答えなさい。

There are more than 2,000 *wind turbines in Japan, and most of them are built in the mountains or close to the sea in *rural areas. However, you can find one near an *urban area in Yokohama City. The wind turbine is called Hama Wing, and started to work in the spring of 2007. ① Like other wind turbines, Hama Wing produces 5 *electricity, and this amount can support about 500 *households. The electricity is sold to an *electricity provider and is used for people's daily lives. In fact, the electricity is used in some places in Yokohama. Hama Wing also has a role in *prompting people who see the wind turbine to take *eco-friendly actions.

*Wind power is a popular eco-friendly way of producing electricity. Wind turbines get 10 energy from the wind and produce electricity. In the *process, wind energy is changed into other *mechanical energy. *Pollutants or *greenhouse gases are not *released, so wind power is good for the environment. Wind power is also *renewable because the wind is always blowing. If there is wind, wind turbines can produce electricity even at night. Those are strong points of wind power. However, there are some *weak points. 15 For example, the amount of electricity wind turbines can produce changes with the weather. When it's not windy, we cannot get enough electricity. *It is said that wind turbines need a *yearly average wind speed of over 6 *m/s to work *effectively. So, good places to build wind turbines are very limited.

In fact, around Hama Wing, the yearly average wind speed is about (②) m/s. If 20 the wind were stronger, it could work effectively. However, because of its location, Hama Wing gives people living in the town a good chance to think about environmental problems.

[注] wind turbine : 風力発電の風車, 設備 rural area : 田舎 urban area : 市街地
electricity : 電気 household : 世帯 electricity provider : 電気事業者
prompt A to ~ : A が~するきっかけとなる eco-friendly : 環境にやさしい
wind power : 風力 process : 工程 mechanical : 力学的 pollutant : 汚染物質
greenhouse gas : 温室効果ガス release : 放出する, 排出する renewable : 再生可能な
weak : 弱い it is said that ~ : ~とされている yearly average : 年間平均の
~ m/s : 秒速~メートル effectively : 効率よく

- (1) ①に1文加えるとき、不自然だと考えられる文を次のア～エから1つ選び、記号で答えなさい。

関連 因果

(2点)

ア Actually, in many foreign countries, wind turbines are also in cities.

イ The *facility was built to help people in their daily lives and make people eco-friendly.

ウ Some people think it doesn't work well because it is in a city, but the idea is wrong.

エ Of course, the wind from the sea in Yokohama is used for Hama Wing.

〔注〕 facility：施設

[]

- (2) 風力発電の仕組みを次のように模式的に表すとき、___に適する語を本文中から抜き出して書きなさい。(2点)

wind energy → _____ → electricity

- (3) 次の2つの国では、風力発電を導入すべきだと考えました。それぞれの根拠となりうる情報が含まれる1文を本文中から探し、下線を引きなさい。置換 分類 (1点×2)

国A：環境問題解決の手段の1つとして導入したい。

国B：これまで火力発電に依存していたが、天然資源はいずれ枯^こ渴するものであるとわかった。そのため、将来を見すえて発電方法を変えたい。

- (4) (②)に入る数字として適するものを次のア～エから1つ選び、記号で答えなさい。(2点)

ア 5 イ 8 ウ 10 エ 15

[]

- (5) 本文の内容と合うように、次の文の___に適する語を書きなさい。ただし、wind以外の語を答えること。(2点)

The _____ influences the amount of electricity produced by wind turbines.