

1 次は、高校生の絵里 (Eri)、留学生のジョン (John)、原先生 (Mr. Hara) の3人が交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

Eri: Hi, John. Look at this picture. Don't you think these clouds are beautiful? We often see these clouds in fall in Japan.

John: Oh, beautiful clouds. Did you take this picture?

Eri: Yes. I like taking pictures of clouds and I took this one yesterday. In Japan, some people call these kinds of clouds *urokogumo*, and other people call them *iwashigumo* or *sabagumo*. *Uroko* means scales in English. *Iwashi* and *saba* are fish.

John: Oh, really? Some people call the sky with these kinds of clouds "a mackerel sky" in my country, Australia. Mackerel is a name of a kind of fish. ア

Eri: We use the words about fish to mean these kinds of clouds in Japanese, and you use a word about fish to mean the sky with these kinds of clouds in English. That is very interesting.

John: I agree. ① So, I'd like to tell my friends in Australia about those names of clouds in Japan.

Mr. Hara: Hi, Eri and John. What are you talking about?

Eri: Good morning, Mr. Hara. I'm showing John a picture of *urokogumo*.

Mr. Hara: That's a nice picture, Eri. I know you are interested in clouds.

Eri: Yes, Mr. Hara. I'm interested in the connection between clouds and weather.

Mr. Hara: I see. You are in the science club, right?

John: Oh, are you, Eri? ②

Eri: We do observations and experiments to know about things that are interesting to us. We are watching clouds as one of our observations. We also check weather charts to get accurate data.

John: Why are you doing observations of clouds?

Eri: We want to know how accurate some sayings are.

John: Sayings?

Eri: Yes. ③ And, we can use the data on weather charts with the data we get from our observations of clouds to think about those sayings.

John: I see. You are going to check the sayings through science.

Eri: Yes.

John: What kinds of sayings are there, Eri?

Eri: Some of them are sayings about *urokogumo*, for example, "If there is *urokogumo* in the sky, we will have rain later." イ

John: You took this picture of *urokogumo* yesterday, and it's cloudy today. If we have rain, you can learn that the saying is right.

Eri: Well, if we have rain, we can say the saying is accurate this time. But, we can't say the saying is always accurate. To check how accurate some sayings about weather are, we are going to do our observations for one year.

Mr. Hara: ④ That is important when you study science.

Eri: Thank you, Mr. Hara.

Mr. Hara: John, there are also some sayings about weather in your country, right?

John: Yes. There is a saying that means it will be fine the next day if we see a red sunset. I hear that there is also a saying that means the same thing in Japan.

Mr. Hara: That's right, John. The climates in Australia and the climates in Japan are different. And, the two countries have sayings that have the same meaning.

John: That's interesting.

Mr. Hara: Yes. Oh, Eri, how about learning some things about clouds in the world? The places with different climates may have clouds you have never seen.

Eri: Yes, Mr. Hara. I will.

John: Well, have you ever heard about the cloud called "Morning Glory", Eri?

Eri: No, I haven't. ウ

John: The shape of it is like a long roll cake. In my country, there is a town that is famous for Morning Glory. In that town, the cloud is seen usually in September and October.

うろこ雲の写真

モーニンググローリー
の写真Morning Glory
(モーニンググローリー)

Eri: Wow, a cloud like a long roll cake? I want to see that.

John: We can see it only on some days during those two months. But, we don't know when we can see it. I visited the town to see it with my brother three times. We could see it only on the third time. The cloud was so big and moved so fast. I was very surprised because it was my first time to see a cloud like that.

Mr. Hara: I have seen some pictures of the cloud. I think the cloud is very interesting.

Eri: Yes. I'd like to know what the weather is like in the town when Morning Glory comes and why the cloud has such a shape.

Mr. Hara: You may find something if you check the weather in the town in September and October.

(注) cloud 雲	scale うろこ	mackerel サバ類の魚
connection 関連	observation 観察	experiment 実験
check 調べる	weather chart 天気図	accurate 正確な
data 資料, データ	saying ことわざ, 言い習わし	fine 晴れた
red sunset 夕焼け	climate 気候	shape 形
roll cake ロールケーキ		

(1) 本文中には次の英文が入ります。本文中の ア ~ ウ から、入る場所として最も適しているものを一つ選び、ア~ウの記号を書きなさい。

What is the cloud like?

(2) 次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。

ア I don't think many people know that. イ I think clouds have no names in Japan.
ウ You don't think it's good to use those names. エ You think I said wrong names.

(3) 本文中の ② が、「そのクラブの部員たちは、どのような活動をするのですか。」という内容になるように、次の〔 〕内の語を並べかえて解答欄の _____ に英語を書き入れ、英文を完成しなさい。

What [the do of club members do activities the] ?

(4) 本文中の ③ に、次の (i) ~ (iii) の英文を適切な順序に並べかえ前後と意味がつながる内容となるようにして入れたい。下のア~エのうち、英文の順序として最も適しているものはどれですか。一つ選び、記号を書きなさい。

(i) Now, we have weather charts that give us data about weather.
(ii) Many sayings about clouds and weather were made a long time ago.
(iii) After that, many people used those sayings for a long time to know about weather.

ア (i) → (ii) → (iii) イ (ii) → (iii) → (i) ウ (iii) → (ii) → (i) エ (ii) → (i) → (iii)

(5) 本文中の ④ が、「君たちは、自分たちのまわりのものに興味があって、何回も観察することでそれらについてもっと知ろうとしています。」という内容になるように、英語で書きなさい。

(6) 本文中には、モーニンググローリーに関して知りたいことについて絵里が言ったことが述べられています。その内容を日本語で書きなさい。

(7) 次のうち、本文で述べられている内容と合うものはどれですか。一つ選び、記号を書きなさい。

ア Eri showed a picture of clouds to John and asked John to join the science club because she wanted to do observations of clouds with him.
イ Mr. Hara asked John about some sayings in Australia and he was surprised to know that there are some sayings that mean different things about weather.
ウ Eri is very interested in many kinds of clouds in the world, so she knew some things about the cloud called "Morning Glory" before talking with John about it.
エ John visited the town in Australia to see the cloud called "Morning Glory" with his brother three times, but they could not see the cloud on the first and the second time.

2 次は、高校生の和夫 (Kazuo) が、英語の授業で行ったスピーチの原稿です。彼の原稿を読んで、あとの問いに答えなさい。

Hello, everyone. Today, I'd like to talk about information we get through the media. In my integrated studies class, we learned many things that are useful when we get information through the media. There are many kinds of media around us, for example, newspapers, books, TV, and the Internet. We get a lot of information through the media, and we may sometimes get it without thinking about these things: who the people sending the information are, why they send it, and how they send it. We should remember that there are people who send information through the media.

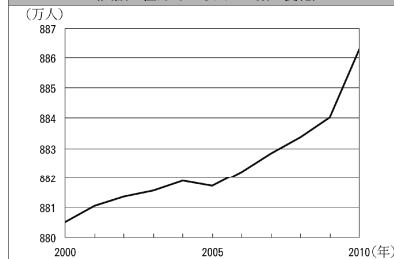
Ms. Tani, the teacher of our class, said, "A Many ways are used by the people who send information through the media. People who make newspapers put the most important news they want to tell people on the first page and use effective pictures to send the information about the news." I didn't think about that before this class.

Ms. Tani also said, "I think many of you often watch TV. Have you ever thought about the information you get through TV? Today, you'll learn some things by doing an activity as people who send information through TV." In the integrated studies class, we did an activity for making a short TV program about the international exchange event in our school. In the event, some people who are from other countries come to our school and tell us about foods in their countries and we make them together. First, to make the program, we talked about the message we wanted to send. We decided to send this message: "International exchange is important and you can enjoy it." And then, we took a video of the event and some interviews. After taking the video, we needed to edit it to make our short program. We chose some scenes of the students who were enjoying the event with some of the people from other countries. And, we used the interview of a student saying, "I enjoyed international exchange very much." We also used the interview of a woman from another country because she said, "This kind of event is important to understand other cultures." We felt these two interviews were effective to send our message. We also used effective music. Through this activity, I learned that the things we see through the media are the things someone chose and edited. It is important for us to know that there are also things that are not sent to us as information, like ① in our program.

After this class, I thought about ways to show information. Information ② in different ways. Here is an easy example. Look at these graphs.

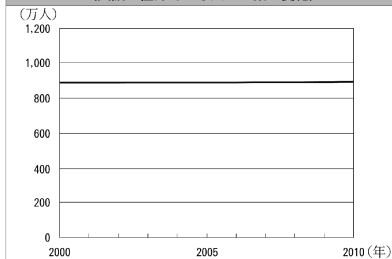
【Graph A】

The change in the number of people living in Osaka (大阪に住んでいる人々の数の変化)



【Graph B】

The change in the number of people living in Osaka (大阪に住んでいる人々の数の変化)



(Graph A, Graph Bともに「大阪府統計年鑑」(平成22年度)により作成)

I made these two graphs from the same data about the number of people living in Osaka during these ten years. But, these graphs show the information in different ways. Look at the range of numbers on the vertical axis in each of the graphs. ③ Through this difference, we can see that the message sent with Graph A and the message sent with Graph B are different. But, we see that these two graphs are made from the same data if we look at them carefully. This kind of way is sometimes used when information is sent through the media. We need to remember this when we get information through the media.

④ The things we get through the media as information are the things someone chose and edited. So, we need to think about information carefully when we get it through the media. Thank you.

- | | | |
|--------------------|-----------------------------|---------------------------|
| (注) information 情報 | media メディア | integrated studies 総合的な学習 |
| newspaper 新聞 | page 面, ページ | effective 効果的な |
| program 番組 | international exchange 国際交流 | |
| event 行事 | message 主旨, メッセージ | decide 決定する |
| interview インタビュー | edit 編集する | choose choose (選ぶ) の過去形 |
| scene 場面, シーン | graph グラフ | data 資料, データ |
| range 範囲 | vertical axis 縦軸 | carefully 注意深く |

(1) 本文中の ① Many ways について、新聞を作る人々が用いている方法を谷先生 (Ms. Tani) が具体的に述べたところが本文中にあります。その内容を50字程度の日本語で書きなさい。

(2) 次のうち、本文中の ② に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。

- ア the pictures we showed
- イ the scenes we didn't use
- ウ the effective music we used
- エ the interview of the woman from another country

(3) 本文中の 'Information ③ in different ways.' が、「情報は、異なる方法で見せられると、異なっているように見える。」という内容になるように、解答欄の _____ に英語を書き入れ、英文を完成しなさい。

(4) 本文中の ④ には、二つのグラフの縦軸に示されている数の範囲を比較するとともに、それが異なっていることによってそれぞれのグラフにおける数の変化のようすがどのように見えるかを、和夫が説明する英文が入ります。前後と意味がつながる内容となるように、適切な英文を、記入例にならい、35語程度の英語で書きなさい。ただし、コンマやピリオドなどの記号は、語数に含めないこと。

記入例	
When	is your birthday? Well,
it's	April 11. Me, too.

(5) 本文中の ⑤ が、「私は、メディアについて多くのことを学ぶことがメディアを通して送られる情報についての私の考え方を变えたと思います。」という内容になるように、英語で書きなさい。

(6) 本文の内容と合うように、次の問いに対する答えをそれぞれ英語で書きなさい。

- ① What did the students in Kazuo's class make in their integrated studies class?
- ② How did the students in Kazuo's class feel about the two interviews they used in their program?

(7) 次のうち、本文で述べられている内容と合うものはどれですか。二つ選び、記号を書きなさい。

- ア Kazuo thinks everyone around him always thinks about the people who are sending information through the media, and he wants more people to use effective ways to send their own messages through the media.
- イ Ms. Tani told the students in Kazuo's class to join the international exchange event because she wanted the students to tell the people from other countries about effective ways to show their foods.
- ウ Before taking the video of the international exchange event, the students in Kazuo's class talked about the message of their program and decided to send the message: "International exchange is important and you can enjoy it."
- エ All the students who joined the international exchange event enjoyed talking with some of the people from other countries and became interested in Japanese food culture and tried to make Japanese food with them.
- オ In the integrated studies class, Kazuo learned many things that are useful when he gets information through the media, and he thinks we should think about the information carefully.

