

1 高校生の洋子(Yoko)は、英語の授業で、ハワイ(Hawaii)から来た男子留学生のカイ(Kai)の話を聞きました。次の【Ⅰ】、【Ⅱ】に答えなさい。

【Ⅰ】 次の英文は、カイが話した内容です。右の写真は、そのときカイが見せたものです。下のメモは、カイが話した内容を洋子が日本語でまとめたものです。メモの内容と合うように、次の英文中の〔 〕からそれぞれ最も適している1語を選び、書きなさい。

Sashiko is a kind of handicraft in Japan. This is a *sashiko* ①〔 bag, bed, box 〕. My host family ②〔 gave, taught, wrote 〕 it to me. People put two or ③〔 any, more, much 〕 pieces of cloth together and sew them to make *sashiko*. So, they become strong and they are used for *judo* uniforms. I ④〔 heard, lived, told 〕 that from my host family. I want to use this one ⑤〔 at, for, to 〕 a long time.

刺し子のかばん
の写真

刺し子のかばん

(注) handicraft 手芸, 手芸品 host family ホストファミリー
a piece of cloth 一枚の布 sew 縫う

メモ
・刺し子は、日本の手芸の一種だ。
・この刺し子のかばんは、ホストファミリーがカイにくれたものだ。
・二枚がそれより多くの枚数の布を重ねて縫い合わせるので、それらは強くなり、柔道着に使われる。
・カイは、そのことをホストファミリーから聞いた。
・カイは、これを長い間使いたいと思っている。

【Ⅱ】 次の、洋子が英語の授業で書いたレポートの原稿です。彼女の原稿を読んで、あとの問いに答えなさい。

Kai told us about *sashiko* in our class. The pattern for *sashiko* he showed us was beautiful. Then he said, "In Hawaii, there is a kind of handicraft ①〔 〕 'Hawaiian quilts'. My house in Hawaii is decorated with a lot of Hawaiian quilts my grandmother made for my family. Those Hawaiian quilts are very special for us. She makes a lot of Hawaiian quilts for other people, too." His story made me interested in Hawaiian quilts, so I learned more about them.

ハワイアンキルトの模様の写真

a pattern for
Hawaiian quilts
(ハワイアンキルトの模様)

People in Hawaii use things found in nature as the patterns for Hawaiian quilts. When people in Hawaii sew Hawaiian quilts, they usually use two colors for one Hawaiian quilt. They enjoy making their favorite patterns. The colors of the patterns are beautiful. It is warm in Hawaii, and in all seasons of the year, there are a lot of beautiful flowers and trees. People in Hawaii use ②〔 them 〕 as patterns for Hawaiian quilts. For example, white hibiscus is native to Hawaii, and it is one of the popular patterns for Hawaiian quilts. They think nature is important for their life.

③〔 〕 When I asked him about that, he said, "She needs a lot of time to make Hawaiian quilts, but when she gives them to other people, they look happy. She feels happy to see that." People often make Hawaiian quilts for someone they love. ④〔 This 〕 makes Hawaiian quilts very special.

(注) be decorated with ~ ~で飾られている nature 自然 flower 花
hibiscus ハイビスカス(ハワイの州花) native to ~ ~原産の

(1) 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 call イ calls ウ called エ calling

(2) 本文中の ⑤〔 them 〕の表している内容に当たるひとつづきの英語7語を本文中から抜き出して書きなさい。

(3) 本文中の ②〔 〕が、「私はなぜカイのおばあさんが他の人々のためにハワイアンキルトを作るのか知りたかった。」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。

I wanted to 〔 made Kai's why grandmother know 〕 Hawaiian quilts for other people.

(4) 本文中の ④〔 This 〕の表している内容は何ですか。日本語で書きなさい。

(5) 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 Is Kai's house in Hawaii decorated with Hawaiian quilts his grandmother made?
- ② What do people in Hawaii think about nature?

(6) 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 Kai's grandmother made a lot of Hawaiian quilts only for her family.
- イ Yoko became interested in Hawaiian quilts when Kai talked about them in her class.
- ウ When people make Hawaiian quilts, three colors are usually used for one Hawaiian quilt.
- エ White hibiscus is not native to Hawaii, but people love the flower and use it as a pattern for Hawaiian quilts.

2 次は、高校生の美香 (Mika)、留学生のベン (Ben)、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。

Ben: Mika, do you know anything about *Kyogen*?

Mika: Yes, a [①]. It is a traditional comedy of Japan. I saw it when I was a child.

Mr. Hara: Hi, Ben and Mika. What are you talking about?

Ben: I am asking her about *Kyogen*.

Mr. Hara: Oh, really?

Ben: Well, I often say that I want to learn about traditional culture in Japan. My host family know about *Kyogen* well. So, they will take me to see *Kyogen* next Sunday.

Mika: In *Kyogen*, actors use old Japanese language.

Ben: Really? Can I understand it?

Mr. Hara: Don't worry, Ben. The language [②] difficult for you. But, you can understand the story of *Kyogen*.

Ben: Why?

Mr. Hara: *Kyogen* actors use many kinds of gestures.

Mika: [(a)] In a scene of eating food, a *Kyogen* actor didn't have anything, but he opened his mouth and pretended to put food into his mouth. So, I could imagine that he was eating food.

Mr. Hara: You can enjoy *Kyogen* better if you can imagine a scene from the gestures of *Kyogen* actors.

Mika: Their gestures were interesting. I want to go to see *Kyogen* again.

Ben: If you want to go with us, I will ask my host family to take you.

Mika: Thank you, Ben.

(One week later)

Mika: Hello, Mr. Hara. I went to see *Kyogen* with Ben and his host family.

Mr. Hara: Did you enjoy the *Kyogen*, Mika and Ben?

Ben: Yes, very much. The old Japanese in the *Kyogen* was difficult for me, but I understood the story. [(b)] The gestures of *Kyogen* actors also helped me.

Mika: Some old Japanese used in the *Kyogen* is like the Japanese we use now. I understood the story, too.

Mr. Hara: *Kyogen* has a long history. About 600 years.

Ben: About 600 years!

Mika: It is important to pass down this traditional culture to the future.

Mr. Hara: I think so, too. It has a long history, and we can enjoy it even now.

Mika: I see. [③]

Ben: I was happy to enjoy *Kyogen*. I would like to learn more about traditional culture in Japan.

Mika: I want to study about that, too. Let's study together, Ben.



a scene of *Kyogen*
(狂言の一場面)

(注) traditional 伝統的な comedy 喜劇 host family ホストファミリー
take 連れて行く actor 役者 gesture 身振り
mouth 口 pretend to ~ ~するふりをする
imagine 想像する history 歴史 pass down 伝える

(1) 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 small イ little ウ large エ big

(2) 本文中の it の表している内容に当たるひとつづきの英語 3 語を本文中から抜き出して書きなさい。

(3) 本文中の 'The language [②] difficult for you.' が、「その言語はあなたにとって難しいかもしれない。」という内容になるように、解答欄の _____ に英語 2 語を書き入れ、英文を完成しなさい。

(4) 本文の内容から考えて、次のうち、本文中の [(a)], [(b)] に入れるのに最も適している英語はそれぞれどれですか。一つずつ選び、記号を書きなさい。

ア My host family told me about the story. イ They have a lot of food.
ウ I want to go with her host family. エ I remember one of them.
オ I helped him by using the old Japanese language.

(5) 本文中の so の表している内容を述べたところが本文中にあります。その内容を日本語で書きなさい。

(6) 本文中の [③] が、「伝統的な文化について、私が学ぶことがたくさんあります。」という内容になるように、英語で書きなさい。

(7) 次は、本文の内容をまとめたものです。本文の内容と合うように、 [(i)] ~ [(iii)] に入る適切な英語 1 語をそれぞれ書きなさい。

Ben was going to see *Kyogen* [(i)] his host family. So, he asked Mika and Mr. Hara about *Kyogen*. Ben thought that understanding the language used in *Kyogen* was difficult for him. Mr. Hara said that Ben could enjoy *Kyogen* better by imagining the scene from the gestures of *Kyogen* actors. The next Sunday, Ben's host family [(ii)] him and Mika to see *Kyogen*, and they enjoyed it very much. People have passed down *Kyogen* for about six [(iii)] years. Now Ben and Mika want to learn more about traditional culture in Japan.

3 英語の授業で、先生があなたに次の質問をしました。

When you want to read the news, which way do you choose, to read a newspaper or to use the Internet? And why do you choose that?

(注) news ニュース choose 選ぶ newspaper 新聞

この質問に対して、あなたはどちらの方法を選びますか。解答欄の [] 内の read a newspaper または use the Internet のどちらかを○で囲み、そのあとに、それを選んだ理由を、記入例にならない、30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
What time is it? Well, it's 11 o'clock. Thank you.

