

英語 [B問題] (特別入学者選抜・大阪府立豊中高等学校能勢分校に係る入学者選抜・海外から帰国した生徒の入学者選抜・日本語指導が必要な帰国生徒・外国人生徒入学者選抜)

1 ユリ (Yuri) は、日本の高校生です。次の [Ⅰ]、[Ⅱ] に答えなさい。

[Ⅰ] ユリは英語の授業で、東京に住んでいるおじを訪ねた際に見た桜並木に関するスピーチを行いました。次は、彼女が行ったスピーチの内容とスピーチの際に用いたメモです。スピーチの内容に合うように、メモ中の ① ～ ⑤ に入れるのに最も適している語を、それぞれあとの () 内のア～ウから1つずつ選び、記号を○で囲みなさい。

Last spring, I visited my uncle living in Tokyo. He took me to the street near a station. There are cherry trees planted along the street. When I visited the street, many local people were enjoying the beautiful cherry blossoms there. My uncle said that they look forward to seeing the blossoms every spring. According to my uncle, cherry trees were planted along the street when the area around the street was developed about a hundred years ago. The oldest tree is one of the cherry trees planted then. The cherry trees along the street are a symbol of the area. However, some of the trees became weak when they got old. So, to keep the cherry trees in good condition, local people are taking care of them together. I thought everyone can enjoy beautiful blossoms thanks to their effort.

(注) symbol シンボル

【メモ】

- My uncle showed me the cherry trees planted along the street near a ①.
- ② look forward to seeing the blossoms every spring.
- The oldest cherry tree ③ lived since the area was developed.
- Some of the cherry trees ④ got old became weak.
- Local people are taking care of the cherry trees together to ⑤.



- | | | | | |
|---|-------------------------------|--------------------|------------------------|---|
| ① | (ア school | イ station | ウ river |) |
| ② | (ア Local people | イ My friends | ウ People from overseas |) |
| ③ | (ア does | イ has | ウ have |) |
| ④ | (ア because | イ when | ウ which |) |
| ⑤ | (ア keep the street clean | イ make them famous | |) |
| | ウ keep them in good condition | | | |

[Ⅱ] 次は、スピーチの後に、ユリがアメリカからの留学生のダニエル (Daniel) と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。

Daniel: Hi, Yuri. Your speech was interesting. I'd like to go to that street in Tokyo to enjoy the cherry blossoms. I imagine they are beautiful.
 Yuri: They are so beautiful! But some of the trees didn't have many blossoms. My uncle told me those trees are weak. Local people including my uncle help those weak trees.
 Daniel: I see. I guess taking care of weak cherry trees is difficult.
 Yuri: I heard it is not easy. To help the trees, local people get professional advice from a tree doctor.
 Daniel: I heard the phrase, "a tree doctor," for the first time. Is the person a doctor for trees?
 Yuri: Yes, tree doctors have professional knowledge about taking care of trees.
 Daniel: I see. Please tell me what local people and the tree doctor actually do for the cherry trees.
 Yuri: Sure! According to my uncle, local people and the tree doctor carefully check the cherry trees every year. After checking the trees together, the tree doctor judges which ones need a treatment.
 Daniel: What treatment do weak trees receive?
 Yuri: For example, weak trees receive a treatment for helping new roots grow. Weak trees may fall down if they are left without the treatment. With the new roots, the trees can support themselves. Also, they can get more nutrients with the new roots.

Daniel: So, weak trees get stronger by the treatment, right?
 Yuri: Yes, they get stronger if the treatment is successful. After a while, local people check the trees with the tree doctor and see how the treatment goes.
 Daniel: I see. I hope trees which are weak now will get stronger by the treatment.
 Yuri: I hope so, too. But sometimes the treatment doesn't go well. Actually, one weak tree didn't get better though it received the treatment. The tree doctor judged the tree should be cut down.
 Daniel: Oh, I think it was very hard ① to accept that.
 Yuri: I think so, too. The tree was cut down before a typhoon came close to the area. The tree doctor worried the weak tree might fall down because of the strong winds and hurt someone. And local people understood his worry.
 Daniel: You mean they had to cut down the tree because ②, right?
 Yuri: That's right.
 Daniel: Now I understand that taking care of weak cherry trees is not easy. And I'm sure that the cherry trees are very special to local people.
 Yuri: You are right! The cherry trees became special to me, too. When I visit my uncle next time, I'm going to see how the cherry trees are.
 Daniel: That's a good idea. I will visit that street someday to enjoy the cherry trees. Thank you for telling me about the cherry trees along that street, Yuri.
 Yuri: You are welcome.

(注) knowledge 知識 treatment 治療 root 根
 nutrient 養分

- (1) 本文中の it の表している内容に当たるものとして最も適しているひとつづきの英語6語を、本文中から抜き出して書きなさい。
- (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。1つ選び、記号を○で囲みなさい。
 ア local people イ at local people ウ by local people エ for local people
- (3) 本文の内容から考えて、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。1つ選び、記号を○で囲みなさい。
 ア the street needed more sunshine
 イ keeping the street safe was important
 ウ people decided to make the street wider
 エ the tree didn't have many blossoms in spring
- (4) 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。1つ選び、記号を○で囲みなさい。
 ア Yuri explained what she did in Tokyo to help local people take care of the cherry trees.
 イ Local people including Yuri's uncle help weak cherry trees without the advice of a tree doctor.
 ウ Daniel taught Yuri that tree doctors have professional knowledge about taking care of trees.
 エ Weak cherry trees get stronger if a treatment for helping new roots grow is successful.
- (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。ただし、①は3語、②は10語の英語で書くこと。
 ① When Yuri visited her uncle, did she find some cherry trees which didn't have many blossoms?
 ② What is Yuri going to do when she visits her uncle next time?

2 次は、高校生のユウタ（Yuta）が英語の授業で行ったスピーチの原稿です。彼が書いた原稿を読んで、あとの問いに答えなさい。

Last summer, I went to Kumamoto Prefecture in the Kyushu area with my family. There, we visited a park near the sea. My family told me that the sea ① from the park is famous as a place for cultivating *nori*, a kind of seaweed. In the park, I found a monument about a scientist in the U.K. It ② show people's thanks to the scientist. It says her research played an important role when people in Japan tried to improve the way of cultivating *nori*. I didn't know how *nori* is cultivated and I didn't know about the scientist, either. I did research and I will talk about the things I learned.



monument（記念碑）

In Japan, people started to cultivate *nori* in the *Edo* period. In those days, people made fences and set them in the sea to keep fish in one place. One day, people found that *nori* grew on those fences. ③ Though people were successful in cultivating *nori*, there was a problem. The amount of *nori* people could get was not stable. In one year, people could get a lot of *nori*. In another year, people could get only a small amount of *nori*. ④ People didn't know well about *nori*. They especially didn't know how *nori* was born and grew before they found it on the sticks. *Nori* was found in winter, but people couldn't find it in summer. People just hoped a lot of *nori* would grow on the sticks in winter. This situation continued until the middle of the 20th century.

In the late 1940's, a scientist in the U.K. found important things which helped people in Japan improve the situation. The scientist's name was Kathleen Drew-Baker. She was doing research on one kind of seaweed which was very similar to *nori*. Though the kind of seaweed was found in winter, it wasn't found in summer. ㉞ She worked hard and finally found the answer for her question. She found that, in summer, it grew on seashells and looked very different. ㉟ It looked so different in summer that, for a long time, scientists didn't know that the thing which grew on seashells in summer and the kind of seaweed they found in winter were the same kind of seaweed. ㊱ She then sent a letter about her research to a Japanese scientist she knew. ㊲ He was studying seaweed in the Kyushu area. In the letter, she told him that *nori* in Japan might also grow on seashells in summer. He shared her research with other people and they started their challenge of cultivating *nori* by using seashells. Several years later, it was successful and finally ㊳. Then, people were able to cultivate a stable amount of *nori*.

The monument of Kathleen Drew-Baker is a sign of people's thanks to her. She never visited Japan, but her research greatly helped people improve the way of cultivating *nori*. And, that led us to enjoy various dishes using *nori* in our everyday lives. The things I learned about *nori* helped me realize that our lives are supported by many people.

(注) Kumamoto Prefecture 熊本県 the Kyushu area 九州地方 cultivate 養殖する
nori 海苔 seaweed 海藻 fence 柵
stable 安定した seashell 貝殻

(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。1つ選び、記号を○で囲みなさい。

ア saw イ see ウ seeing エ seen

(2) 本文中の 'It ② show people's thanks to the scientist.' が、「それは、その科学者への人々の感謝を示すために建てられました。」という内容になるように、解答欄の _____ に英語 3 語を書き入れ、英文を完成させなさい。

キャサリン・
ドゥルー・ベー
カーの写真

(3) 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。あとのア~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。1つ選び、記号を○で囲みなさい。

- (i) People thought about improving the sticks for especially cultivating *nori*.
- (ii) The fences were made with sticks made of plants.
- (iii) Those improved sticks worked well and, this way, cultivating *nori* started in Japan.

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

(4) 本文中の ④ が、「長い間、人々はその問題を解決する方法がわかりませんでした。」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、英文を完成させなさい。

For a long time, people didn't know [how solve the to] problem.

(5) 本文中には次の英文が入ります。本文中の ㉞ ~ ㊲ から、入る場所として最も適しているものを1つ選び、ア~エの記号を○で囲みなさい。

She wanted to know why the kind of seaweed wasn't found in summer.

(6) 本文の内容から考えて、次のうち、本文中の ⑤ に入れるのに最も適しているものはどれですか。1つ選び、記号を○で囲みなさい。

- ア the way of cultivating *nori* by using seashells was developed
- イ the way of sharing information about *nori* was improved
- ウ people started to look for different kinds of seaweed
- エ people stopped cultivating *nori* by using seashells

(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。1つ選び、記号を○で囲みなさい。

- ア Yuta visited Kumamoto Prefecture because he wanted to do research on *nori*.
- イ The amount of *nori* cultivated each year was always very small until the middle of the 20th century.
- ウ Kathleen Drew-Baker came to Japan to teach people about the way of cultivating *nori*.
- エ Kathleen Drew-Baker's research gave an important hint for improving the way of cultivating *nori*.

3 あなた（You）と、学校の新聞部に所属する留学生のティナ（Tina）が、次のような会話をすると思います。あなたならば、どのような話をしますか。あとの条件 1・2 にしたがって、(①)、(②) に入る内容をそれぞれ英語で書きなさい。解答の際には記入例にならって書くこと。文の数はいくつでもよい。

You: Tina, thank you for waiting. (①)
Tina: Oh, I see.
You: So, you want to ask me questions for the school English newspaper, right?
Tina: Yes. The topic for the newspaper next month will be "our favorite day of the week." Which day of the week, from Monday to Sunday, do you like the best? And why do you choose the day?
You: (②)
Tina: I see. Thank you!

<条件1> ①に、「私は図書室へ借りた本を返さなければなりませんでした。」と伝える文を、10 語程度の英語で書くこと。
<条件2> ②に、前後のやり取りに合う内容を、20 語程度の英語で書くこと。

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

採点	
3	① ----- ----- ----- 10
3	② ----- ----- 8 ----- ----- 16 ----- ----- 20 -----
4	7