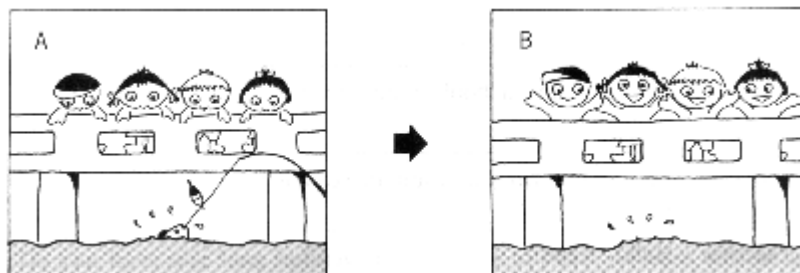


1998年 英語 新傾向問題選

問題1 A から B へと場面が連続する2枚の絵を見て、あなたならどのようなストーリー(話)を作るか。想像力をはたらかせて、自由に英語で書け。〔岐阜〕

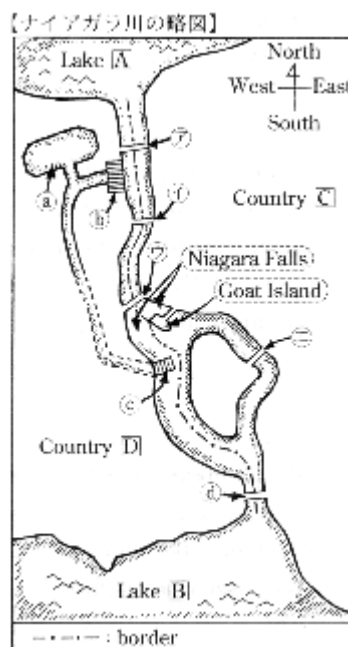


問題2 右の略図を見ながら次の英文を読んで、あとの問いに答えよ。〔秋田〕

The Niagara River runs from Lake Erie in the south to Lake Ontario in the north. It's about 50 kilometers long and it's a border between America and Canada. Lake Erie is about 100 meters higher than Lake Ontario. So the river flows very fast. **A** [] the way of the river, there are two big falls called Niagara Falls. They are the American Falls and the Canadian Falls. Between the two Falls, there is a small island, Goat Island. It is a part of the State of New York. The Canadian Falls are larger than the American Falls.

About 12,000 years ago Niagara Falls were at **B** a different place down the river. Until 1950 a lot of water of the Falls kept breaking and eating the rocks and the stones. The place of the Falls moved up the river about one meter every year. **C** It looked like a white wild animal. Today people can see a canyon which is about 12 kilometers long.

To keep the beautiful Falls made by nature, people tried to slow down the animal's eating. Also they hoped to find a useful way of using the water. First, up the river near the Falls, they built **D** a structure to control the flowing water. Next, between the structure and a place down the river, they built a tunnel under the ground and a waterway. They also built **E** a reservoir which can keep and control a lot of water. After that they built a power station. Now it gives them electricity. In this way, **F** their two hopes came true at last.



- (注) kilometer = 「キロメートル」
border = 「国境」
flow = 「流れる」
canyon = 「峡谷」
slow down = 「～の速度を落とす」
control = 「～を調整する」
electricity = 「電気」

(1) 下線部 **A** にあてはまる語を次から1つ選び、記号を答えよ。

- ア Half
- イ All
- ウ By
- エ From

(2)略図のA～Dそれぞれにあてはまる語の組み合わせを、次から1つ選び、記号を答えよ。

- ア A. Ontario B. Erie
C. Canada D. America
- イ A. Erie B. Ontario
C. America D. Canada
- ウ A. Ontario B. Erie
C. America D. Canada
- エ A. Erie B. Ontario
C. Canada D. America

(3)下線部Bの位置は略図のア～エの橋のどれに最も近いか。1つ選び、記号を答えよ。

(4)下線部Cはどんなことを比喩的に表しているか。日本語で書け。

(5)下線部Dは略図のa～dのどれにあたるか。1つ選び、記号を答えよ。

(6)下線部Eの意味を次から1つ選び、記号を答えよ。

- ア用水路
- イ浄水場
- ウ運河
- エ貯水池

(5)下線部Fが表している2つの内容について、それぞれ日本語で具体的に説明せよ。

問題3 次の対話文を読んで、あとの問いに答えよ。(* 印のついている単語には、本文のあとに(注)がある。)[東京]

*Anna is a junior high school student. Her class is going to show something about *recycling at the school festival next month. Today, she and some other students in her class are having a meeting.*

Anna : Does anyone have a good idea ?

Fred : Yes. (1)Listen. How about showing a video at the festival? I've found a good video. Its name is "Save the Earth by Recycling." We can *borrow it from the city library.

Mike : A video? That sounds good.

Lisa : But...

Fred : It's easy to understand a video, and everyone will enjoy watching. I think showing a video will be good for the festival.

Mike : Yes, that's a good idea!

Lisa : But people can borrow videos from the library and watch them at home.

Fred : Sure. What's the problem? (2) Is my idea bad?

Lisa : Well, I think we should make something *ourselves. How about an *exhibit? There are a lot of things that we can *recycle. We can show some of them in the exhibit.

Anna : I see. But we will need a lot of people.

Lisa : That's true, but it's important for everyone in the class to work together.

Mike : You are right. An exhibit is a good idea.

Fred : (3) Just a minute, Mike! You just said you liked my idea.

Mike : Of course, I like your idea, but I like Lisa's, too.

Anna : Both ideas are good. Which one shall we use?

No one talks for a few minutes.

Anna : Oh, I just got a good idea! How about making our own video about recycling?

Lisa : Making our own video?

Anna : Yes. The idea of an exhibit is interesting, I think. And showing a video is a good idea. How about putting Lisa's idea together with Fred's? We can teach people about recycling in our video.

Lisa : That's great.

Anna : We'll show it to students, parents, and other people. Then they will recycle much more.

Mike : That sounds interesting.

Anna : Our own video will be more *meaningful to the people than the library's.

Mike : (4) Fred, what do you think about Anna's idea?

Fred : Well... Now I think her idea is better.

Anna : O.K. Let's tell the class our idea tomorrow!

(注) recycling = 「リサイクル」
borrow = 「借りる」
ourselves = 「自分たちで」
exhibit = 「展示会」
recycle = 「リサイクルする」
meaningful = 「有意義な」

(1)(1) Listen. の内容を, 次のように語句を補って書き表すとすれば, 空欄にどのような1語を入れるのがよいか。本文中で使われている語をそのまま用いて書け。

Listen to my _____.

(2)(2) Is my idea bad? の内容を, 次のように書き表すとすれば, 空欄の中に下のどれを入れるのがよいか。

Do you think it is a bad idea for us to _____?

ア enjoy the school festival

イ show a video from the library

- ウ watch videos at home
- エ make a video about the festival

(3)(3) Just a minute, Mike! とあるが、このようにFred が言った理由を、次のように書き表すとすれば、空欄の中に下のどれを入れるのがよいか。

Fred does not want Mike to _____ his way of thinking.

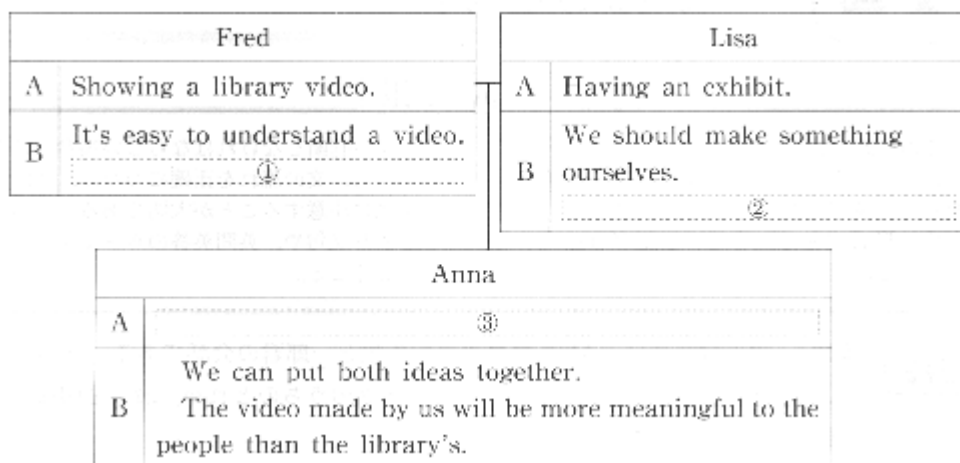
- ア keep
- イ find
- ウ change
- エ remember

(4)(4) Fred, what do you think about Anna's idea? とあるが、このときの Mike の気持ちを、次のように書き表すとすれば、空欄の中に下のどれを入れるのがよいか。

Fred, do you _____ Anna's idea better, or do you still want to show a library video?

- ア tell
- イ know
- ウ study
- エ like

(5) 次の図は、Fred, Lisa, Anna の発言を、話し合いの流れにそってまとめたものである。A らんは提案内容で、B らんはその提案理由である。空欄1～3の中に入るものを下からそれぞれ1つずつ選べ。



- 1 ア Everyone will enjoy watching a video.
 イ Everyone should watch a video at home.
 ウ We will need a lot of people.
 エ We have to find a good video.
- 2 ア Everyone in the class can make a video at school.
 イ Everyone in the class should study about the earth.
 ウ It's important for everyone in the class to work together.
 エ It's important for everyone in the class to show a video.
- 3 ア Watching a library video.
 イ Making our own video.

ウ Thinking about recycling.

エ Inviting our parents.

<解答例と解説>

問題1 [解答例] Father was fishing in the river. His children on the bridge were watching it. They were glad when their father caught fish.

[解説] 「子どもたちが見ている」「魚」「子どもたちが喜んだ」などの要素を組み合わせる。

問題2 [解答例] (1) ア

(2) ウ

(3) イ

(4) 滝の水が岩や石を侵食する様子。

(5) c

(6) エ

(7) 侵食の速度をおさえ、滝の美しさを保つこと。上流の水を取り込み、水力発電に使うこと。

[解説] (3)12000年の間、毎年約1メートルずつ侵食され、滝が上流に移動してきたので、かつては、現在より約12キロメートル(川全体の長さの約4分の1弱)川下にあったことになる。

問題3 [解答例] (1) idea

(2) イ

(3) ウ

(4) エ

(5) 1 ア

2 ウ

3 イ

[解説] (5)が新傾向。国語の読解問題のように、会話における各人の提案の内容と理由が問われる。