

VI 英語記述課題①

[1] 次の英文を読んで、あとの(1)～(3)の問いに答えなさい。

When Yumi was a junior high school student, she played video games with her younger brother Akira almost every day. Her parents felt sad to see that and often told her to study more. Her father was a carpenter. He worked from early morning until late at night every day. But Yumi didn't know why he worked so hard.

When Yumi became a high school student, she made a lot of friends, and she began to enjoy learning. Her life in high school was not so bad. But there was one thing she worried about. When her teacher asked her about her future, she couldn't answer. Most of her friends had dreams or plans, and they often told each other about them. She felt very sad when she couldn't join them. She didn't have any dreams or plans for the future. One night she told her father about that. He smiled and told her to come to his job site some day. She didn't know why he told her to do that.

One day, on her way home from school, she decided to visit her father's job site. When she got there, Yumi's father was working with two young carpenters. He was showing them how to plane a piece of wood. She saw something professional in him. She saw him at his job site for the first time, and she got very excited. She thought her father was great. After a while, her father said to Yumi, "Come here. Let's have some tea." He gave a cup of tea to her and asked, "What do you think of my work, Yumi?" Yumi said, "It's wonderful." He said, "I have built about thirty houses for about fifteen years. Building a good house takes a long time." Then she asked him, "Why did you decide to become a carpenter?" He answered, "I wanted to make a lot of people happy through building good houses. When I started to work as a carpenter, it was very hard work for me, and I often wanted to give up. But I didn't. Because my dream was to make a lot of people happy through building good houses. I kept on working very hard." She was moved by her father's words. They finished drinking the tea. Then a boy came up to them. She found the boy was Akira. She was surprised and asked, "What are you doing here?" Akira answered, "I'm here to watch our father. I often come here after school. It's interesting to watch him at his job site." Yumi was surprised again and looked at her father. Her father was smiling. Akira was interested in his work! She thought Akira would probably become a carpenter like him.

On their way home, Akira said to Yumi, "I am proud of our father. What about you?" She answered, "I am, too. Now I know why he told me to come to his job site." Her father

wanted her to know the significance of working. She thought about her life. After that day, she began to think about her future. She also wanted to make a lot of people happy through her work. That became her big dream. She studied harder, and her school life got better.

Now Yumi is an architect and Akira is a carpenter. A lot of people in the town want her to design their houses. She is very busy, but she is very glad to make a lot of people happy through her work. Yumi's big dream has come true.

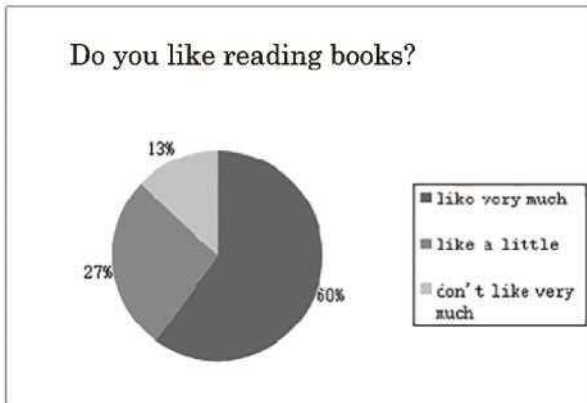
〔注〕 carpenter 大工 job site 作業現場
plane a piece of wood 木材にかんなをかける professional プロの
keep on working 働き続ける be moved 感動する come up to ~ ~に近寄って
probably おそらく be proud of ~を誇りに思う significance 意義
architect 建築家 design 設計する come true 実現する

- (1) 由美が高校生になって抱えていた悩みは、どのようなことだったか。具体的に日本語で書きなさい。
- (2) 父の仕事ぶりを見てから、由美は何を考えるようになったか。また由美の生活はどのように変わったか。100字以内の日本語で書きなさい。
- (3) あなたが将来就きたいと思っている、または興味のある職業を一つ挙げて、なぜその職業に興味をもったのか、あなたの体験をもとにして理由をふくめて5文程度の英文で書きなさい。

VI 英語記述課題②

[1] 次の英文は、高校生の真が図書委員会 (the school library committee) で経験したことを英語の授業で発表したスピーチの原稿である。これを読んで、あとの(1)～(4)の問いに答えなさい。

【 Graph 】



【 Table 】

Why do you read books?

[A]	41%
[B]	28%
[C]	20%
To look for some information	9%
Others	2%

Do you like reading books? What kind of books do you like? Do you like fiction -- adventure stories, mysteries or love stories? Do you like nonfiction about science or history? Today, I'm going to talk about a project which the school library committee is planning. I'm a member of the committee, and we have decided to carry out 'the bookworm project'.

Do you know what 'bookworm' means? It is a little living thing which eats pages of books. It also means a person who likes reading books very much. There are many students who like reading books, but there are also some students who don't like it very much. We hope more students to become interested in reading books. So we call our project like that.

The committee asked some questions to all the students of our school. One of the questions is "Do you like reading books?" Please look at the graph. It shows 60% of the students like reading very much and 27% of them like reading a little. 13% of the students don't like reading very much. We asked them the reason why they didn't like it. Some of them said they didn't have much time to read. And others said they didn't know what to read. We think the second answer is the key to make the students read more books.

Another question we asked to the students was "Why do you read books?" Please look at the table. More than 40% of them answered, "I read because it is a lot of fun." About 30% of them think they can learn new things. 20% of them answered, "I read books because I like talking about it with friends." We think the third answer is another key. Reading books alone is fun, but it is more fun to read the same book with our friends and talk about it with them later.

We talked about those two important answers. We thought we should do something for the students who didn't know what to read. If they find a book which they are interested in, they will read it. Then, how do they find it? When we talk about books with our friends and feel the fun of reading, we will become more interested in it. We want to provide the students with the opportunity to talk about books with each other.

So we are going to do two things in 'the bookworm project'. First, we will use our Library News to provide the opportunity to talk about books. We are going to pick up five books which are popular among the students. Some students will write what they think about those books. Second, we will have a meeting after school every month. In the meeting, we will introduce our favorite books to each other. We want to invite our teachers to the meeting to talk about their favorite books. The first meeting will be on October 4. Ms. Green, our ALT, will talk about her favorite picture book. She says, "This picture book is written in easy English, but you will learn something from it." If you are interested in, please join the meeting.

We hope more and more students will become 'bookworms' through this project.

- [注] graph グラフ table 表 fiction フィクション, 小説
 adventure story 冒険小説 mystery 推理小説 love story 恋愛小説
 nonfiction ノンフィクション project プロジェクト
 the school library committee 図書委員会 reason 理由
 Library News 図書館通信 provide 提供する
 opportunity 機会 pick up 取り上げる meeting 集会
 introduce 紹介する picture book 絵本

- (1) 下線部について, bookworm とはどのような人のことか日本語で書きなさい。また, 図書委員会がプロジェクトをこのように名付けた理由を具体的に日本語で書きなさい。
- (2) 表の C にあてはまる内容を日本語で書きなさい。
- (3) 図書委員会が計画した 'the bookworm project' の内容を 100 字以内の日本語で説明しなさい。
- (4) あなたは読書についてどのように思っているのか、あなた自身の考えを理由をふくめて 5 文程度の英文で書きなさい。

VI 英語記述課題③

[1] ジェーンは恵子の家にホームステイしています。恵子とジェーン、恵子の母である森さんの会話を読んで、あとの(1)～(4)の問いに答えなさい。

サンプル

- Keiko : We have to carry a lot of things to school tomorrow. Mom, do you have any good bags for carrying these things?
- Mrs. Mori : How about this one?
- Jane : I think it's too small.
- Mrs. Mori : Well, why don't you use this?
- Keiko : *Furoshiki*? I don't like to use it.
- Jane : What is it? It looks so beautiful. Can I use it as a bag?
- Mrs. Mori : Yes. This cloth is called *furoshiki*. It's a kind of traditional Japanese thing. We use it to wrap things and carry them around.
- Jane : Interesting. Keiko, you don't like *furoshiki*. Why?
- Keiko : I think *furoshiki* are for old people. Young people don't use them. They are old-fashioned.
- Mrs. Mori : I sometimes use *furoshiki*, but actually, I don't see many people who use them.
- Keiko : My grandmother used *furoshiki*. But she usually wore *kimono*. *Furoshiki* match *kimono*, but they don't match Western clothes.
- Jane : I see. Mrs. Mori, what are the good points of *furoshiki*?
- Mrs. Mori : I think they are useful. I can fold them, so I can carry them easily. When I go out, I always take *furoshiki* in my bag. If I buy something, I can wrap and carry it in *furoshiki*. I don't need plastic bags.
- Jane : Oh, it's good for the environment.
- Mrs. Mori : And I can wrap almost anything in them. I can show you some examples. Keiko, pass me that PET bottle. Thanks. I can wrap a PET bottle in this way... Look.
- Jane : Wonderful! I can carry a PET bottle and drink from it easily.
- Keiko : It looks cute.
- Mrs. Mori : Do you like it? Well, I'll wrap those clothes... Here you are.
- Jane : Wow, it looks like a bag. I think things wrapped in *furoshiki* are beautiful.

Keiko : I think so, too. I like it. I didn't know that there are different ways to wrap in *furoshiki*. Mom, I want to learn how to wrap things in them.

Mrs. Mori : Oh, do you? I'm happy because you've become interested in *furoshiki*.

Jane : Mrs. Mori, I want to learn them, too.

Mrs. Mori : OK. Let's practice together. Jane, I'll give you this *furoshiki*. Please take it to your family.

Jane : Thank you, Mrs. Mori. It's beautiful. I want to show my family the ways to wrap things in *furoshiki*.

サンプル

〔注〕 carry 持ち運ぶ wrap 包む old-fashioned 流行おくれの
 actually 実のところ wore wear (着る) の過去形 match 合う
 Western clothes 洋服 fold 折りたたむ plastic bag ビニール袋
 the environment 自然環境 PET bottle ペットボトル

- (1) 恵子が風呂敷を好きではないと言った理由を具体的に2つ日本語で書きなさい。
- (2) 森さんが風呂敷は便利だと言った理由を具体的に2つ日本語で書きなさい。
- (3) 恵子は森さんが風呂敷の包み方をいくつか見せてから、風呂敷についてどのように考えるようになったか、100字以内の日本語で具体的に書きなさい。
- (4) あなたがジェーンに日本の伝統的なものをプレゼントするとしたら、何を選びますか。具体的に1つのものを取り上げ、それについての説明を5文程度の英文で書きなさい。