

1 英語の授業で国章（国の紋章：a national emblem）について調べる課題が出され、中学生の Toshiko は、モーリシャス（Mauritius）の国章を取り上げた。次の英文はその課題の発表原稿と、「Toshiko が調べた資料の一部」である。①～④に答えなさい。

Toshiko の発表原稿

I studied about Mauritius. It is a country in the Indian Ocean. This picture is the national emblem of the country. The animal on the right side of it is a deer. Do you know the animal on the (ア) side? It's a dodo. It was a kind of bird. I want to tell you about dodos. Have you ever (イ) dodos with your own eyes before? They died out around 1681. Why did they die out? I read some books about the birds. The birds could not fly, and they moved slowly. It was (ウ) for people to catch them. People also brought animals like pigs and rats to the island. Dodos and their eggs (エ) . Then all the birds died out.

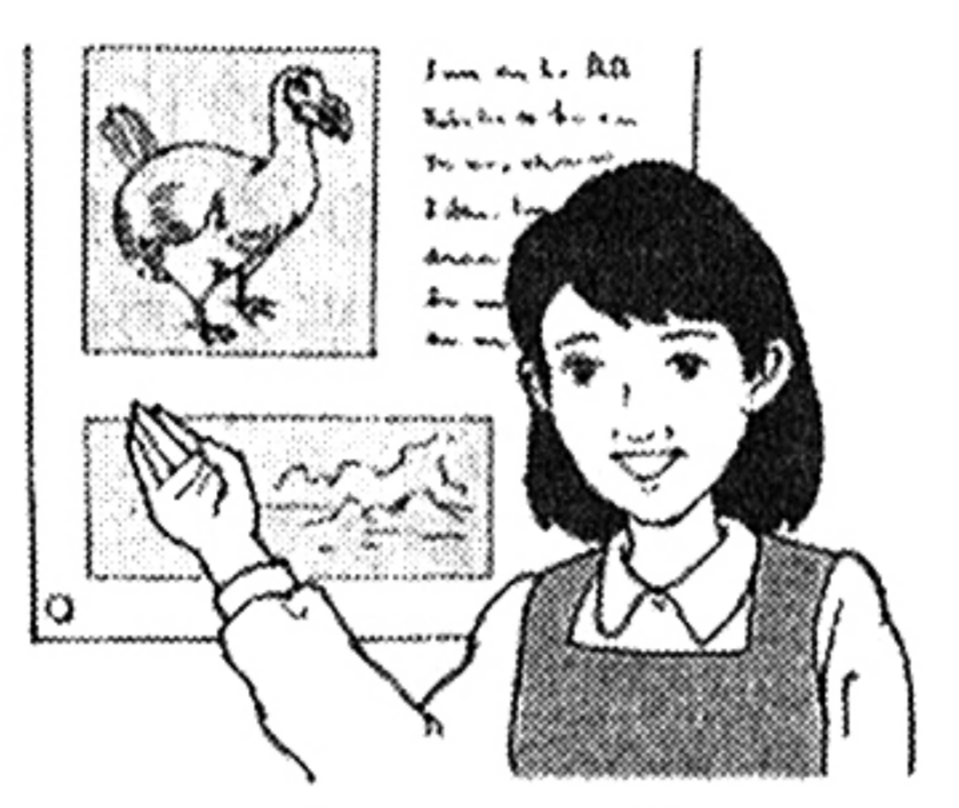
Many animals have already died out. The dodo is one of them. Many animals are in danger of extinction now. We must (オ) .



「Toshiko が調べた資料の一部」

■ What is the dodo ?
The dodo was a large bird and could not fly. Dodos lived on the island of Mauritius in the Indian Ocean. They died out around 1681.

■ Why did the dodo die out ?
People who came to the island ate them because dodos were very large and fat. They moved slowly, so people caught them easily. People brought animals like pigs and rats to the island. (イ) Those animals ate dodos and their eggs.



「Toshiko」

〔注〕 the Indian Ocean インド洋 right 右の deer シカ dodo ドードー die out 絶滅する around ～～頃 pig ブタ rat ネズミ island 島 danger 危険 extinction 絶滅 fat 太った

- ① (ア), (イ) にそれぞれ適当な英語 1 語を入れ、意味が通るようにしなさい。
- ② 「Toshiko が調べた資料の一部」の内容をもとに (ウ) に適当な英語 1 語を入れなさい。
- ③ (エ) を含む 1 文が下線部 (カ) の内容を表すように、(オ) に適当な英語 5 語を入れなさい。
- ④ あなたが発表者の Toshiko になったつもりで、(イ) に次の [] の語をすべて用いて 6 語以上の英語を書きなさい。ただし、[] の語を用いる順序は自由とします。[together, help, and]

2 次の英文は、大学（university）に通う Kenta が中学校 3 年生の時に、オーストラリアからホームステイのために初めて来日した Cathy を受け入れた際の体験について、振り返ってまとめたレポートである。①～⑤に答えなさい。

A student from Australia came to my home when I was a third-year student in junior high school. Her name was Cathy. She was very interested in Japanese culture. When I was talking with her, she asked me a lot of questions about it. I understood her questions, but (イ) I could not answer. I didn't know about our culture so much. I felt very sad. I thought that I should know more about our own culture.

My sister and I went to a large supermarket in the city with Cathy. When we were walking on the street, she said, "Where can I find traditional things? I learned about the Japanese old and beautiful things like temples and kimonos. I came here to see those things, but I can't find them. I can find only modern buildings here." She looked a little angry. My sister and I talked a little and said to Cathy, "Let's go to a temple together."

We left the city and visited a famous temple. Cathy looked happy. After that, we went to a restaurant to eat lunch. The restaurant was a 'special' place to my family, but we didn't tell why the place was 'special' to my family. The restaurant was in an old house built 100 years ago. The house was very old, but the design inside the house was beautiful. In the house,

there were nice and modern tables and chairs. But there were traditional Japanese things like calligraphy, too. When we were enjoying lunch, a woman wearing a kimono came and she said in English, "Welcome to our restaurant." Cathy looked very happy and said, "This restaurant is very nice. I like this place. I'm sorry, Kenta. I thought Japanese people easily forgot old things, but I was wrong. Now I understand that Japanese people keep old things and use them again in a different way. This is (イ) very interesting. I want to learn more about it."

We came home in the evening. Cathy told my father about the day. And she talked a lot about the restaurant. My father said to her, "Cathy, in our culture we take new things from other countries, and we also keep our traditional culture. In fact, the restaurant you visited for lunch today is my old house. So it is 'special' to my family. I was born there. Five years ago, I began to use it as a restaurant. Now, I am very happy to see a lot of people who enjoy eating and talking there."

Four years later, Cathy is now studying about city planning in Japan. And I am studying about traditional Japanese culture at university to teach it to a lot of people in the future.

〔注〕 traditional 伝統的な temple 寺院 modern 現代的な inside ～～の内側の calligraphy 書 wrong 間違っている in fact 実際に city planning 都市計画

- ① Cathy と Kenta たちが訪れた順として最も適当なのは、(1)～(4)のうちではどれですか。一つ答えなさい。
 - (1) 寺院 → スーパーマーケット → レストラン
 - (2) レストラン → 寺院 → スーパーマーケット
 - (3) レストラン → スーパーマーケット → 寺院
 - (4) スーパーマーケット → 寺院 → レストラン
- ② (イ) に適当な日本語を入れて、下線部 (ア) で Kenta が Cathy の質問に答えることができなかった理由を説明しなさい。 Cathy の質問の意味は分かったが、(イ) から。
- ③ 下線部 (イ) のように Cathy が感じていることの具体的な内容を日本語で説明しなさい。
- ④ 英文の内容と合っているのは、(1)～(5)のうちではどれですか。当てはまるものをすべて答えなさい。
 - (1) Cathy thought it was not important to know the Japanese culture.
 - (2) Cathy was happy to see modern buildings in the city.
 - (3) When a woman talked to Cathy in English at the temple, Cathy wanted to wear a kimono.
 - (4) Kenta's father was very happy because many people enjoyed eating and talking at the restaurant.
 - (5) Cathy is now in Japan and studying about city planning.
- ⑤ 英文の内容をもとに、次の (1), (2) の質問の答えを英語で書きなさい。
 - (1) What did Cathy want to see in Japan before she came to Japan?
 - (2) Why did Kenta's father think that the restaurant was a 'special' place to his family?

1 ① (ア) [] (イ) []

② []

③ Dodos and their eggs []

④ We must []

2 ① []

② []

③ []

④ []

⑤ (1) []

(2) []