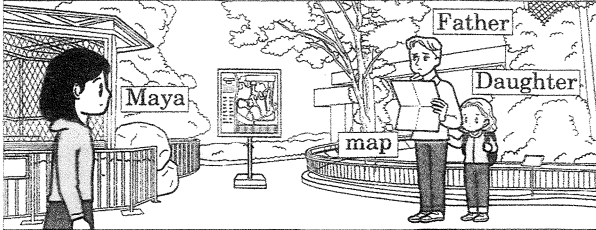
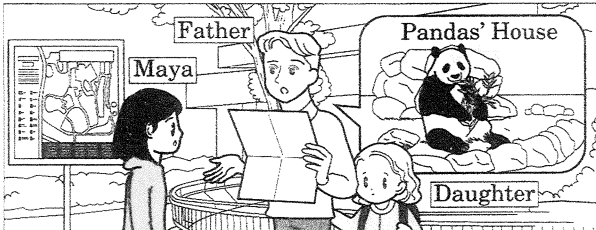
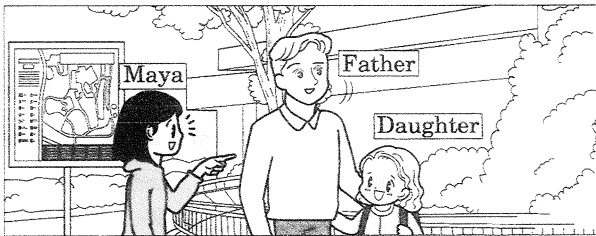


問5 次のA～Cのひとつづきの絵と英文は、マヤ(Maya)のある日のできごとを順番に表しています。

Aの場面を表す〈最初の英文〉に続けて、Bの場面にふさわしい内容となるように、の中に適する英語を書きなさい。ただし、あとの〈条件〉にしたがうこと。

<p>A</p> 	<p>〈最初の英文〉</p> <p>When Maya went to a zoo, she saw a father and a daughter from a foreign country. They were looking at the map of the zoo.</p>
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<p>B</p> 	<p>Maya said to them, "Excuse me. *May I help you?" The father said, "Yes, please. My daughter loves pandas, so we want to see them. <input type="text"/> the Pandas' House?"</p>
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<p>C</p> 	<p>Maya answered, "Go straight this way and turn right at the Lions' House." The father and the daughter said in a happy voice, "Thank you!"</p>
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〈条件〉

- | |
|--|
| <p>① can と get を形を変えずに用いること。</p> <p>② ①に示した語を含んで、<input type="text"/>内を5語以上で書くこと。</p> <p>③ the Pandas' House?につながる1文となるように書くこと。</p> <p>※ 短縮形(I'm や don't など)は1語と数え、符号(, など)は語数に含めません。</p> |
|--|

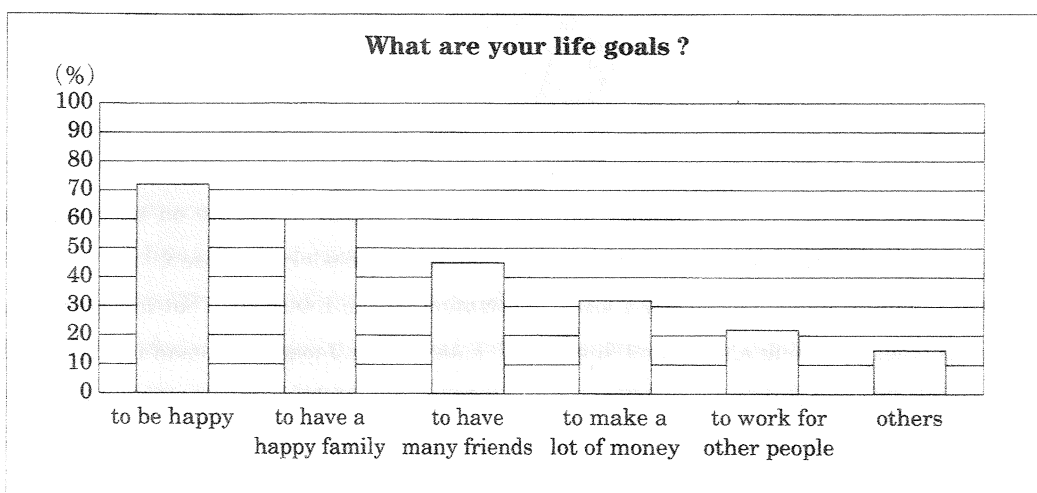
*May I help you? : お手伝いしましょうか。

問6 次の英文は、高校生のアキト(Akito)が英語の授業でクラスの生徒に向けて行った発表の原稿です。
英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Hello, everyone. I'm Akito. Today, I'd like to talk about *life *goals. Last month, my father said to me, "Akito, do you have a life goal?" I said, "Life goal? Well, I haven't thought about that."

After that, I began to think about life goals, and found two *graphs on the Internet. They show the answers to questions about life goals by high school students in our city. Graph 1 is one of those graphs. Some students gave more than one answer to the question.

Graph 1



The largest number of students answered 'to be happy' as their life goal. I can understand that because I think (①). But I feel this answer is *vaguer than the other answers. How can we be happy? I want to know that.

When I showed my friend Kazuki this graph, he said, "My life goal is to make a lot of money." I was *surprised because I thought that was a very *selfish goal. However, I *understood his idea after he told me the *reasons. He thinks money is the most important because he can do many things with money. He also thinks that he can help other people by using it. I think this way of thinking is right. Kazuki's father *may have influenced Kazuki's ideas about his life goals. His father is a doctor, and often goes to a lot of places in Japan to help people as a

*life : 人生 goal(s) : 目標 graph(s) : グラフ vaguer : vague(漠然とした)の比較級

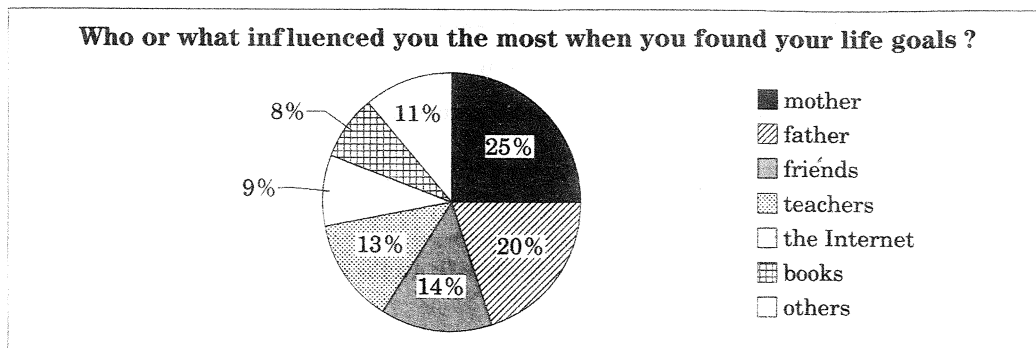
surprised : 驚いて selfish : 自己中心的な understood : understand の過去形 reasons : 理由

may have influenced ~ : ~に影響を与えたかもしれない(influence ~ は「～に影響を与える」)

*volunteer. I think he needs a lot of money to do this. Kazuki wants to be a person like his father. That means that , and to make a lot of money may be the first *step to that goal.

Now, look at Graph 2.

Graph 2



From this graph, you can see that parents have the biggest *influence on their children's *decisions about their life goals. I think parents can give good advice because (②).

*On the other hand, we can get a lot of information on the Internet. That information can help us when we think about our life goals. I have read a Japanese woman's *story on the Internet. She traveled in a small country in *Asia, and liked the people and culture there, so she began living in the country. Now she has her family there, and makes money by selling *traditional things from that country to people in Japan. She sounds very happy. We can find a lot of stories like that on the Internet. They tell us that (③).

My father and I talked about life goals again last weekend. I said to my father, "What is your life goal?" My father said, "My life goal has changed a lot. When I was young, I wanted to make a lot of money and enjoy shopping and doing many things. I thought that was my life goal. But now I have a family. When you are all happy, I'm happy, too. So, if you have a goal, I want to help you. Maybe that is my life goal."

Let's go back to the first question. "What is my life goal?" I don't have the answer yet. But now I understand my life goal is not only for myself. I want to look for a goal for my family, too.

*volunteer : ボランティア step : 一歩 influence : 影響力 decisions : 決意

on the other hand : その一方で story(stories) : 話 Asia : アジア traditional : 伝統的な

(ア) 本文中の(①)～(③)の中に、次のA～Cを意味が通るように入れるとき、その組み合わせとして最も適するものを、あとの1～6の中から一つ選び、その番号を答えなさい。

- A. we all want to be happy
- B. there are many ways to be happy
- C. they know their children very well

- | | | |
|----------------|----------------|----------------|
| 1. ①—A ②—B ③—C | 2. ①—A ②—C ③—B | 3. ①—B ②—A ③—C |
| 4. ①—B ②—C ③—A | 5. ①—C ②—A ③—B | 6. ①—C ②—B ③—A |

(イ) 本文中の の中に入れるのに最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

- 1. Kazuki doesn't have any life goals
- 2. Kazuki's dream has already come true
- 3. Kazuki only wants a lot of money in the future
- 4. Kazuki's true life goal is to work to help other people

(ウ) 次のa～fの中から、アキトの発表の内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの1～8の中から一つ選び、その番号を答えなさい。

- a. Akito thinks 'to have a happy family' is the vaguest answer as a life goal.
- b. Akito thinks Kazuki's life goal is very selfish, so he thinks Kazuki should find another life goal.
- c. Graph 2 shows that friends have a bigger influence on the students' decisions about life goals than books.
- d. On the Internet, Akito learned that a Japanese woman had a family in a foreign country and worked there.
- e. Akito's father has wanted to have a happy family since he was young, and now he is very happy.
- f. Akito couldn't answer his father's question last month, but he finally found the answer last weekend.

- | | | | |
|----------|----------|----------|----------|
| 1. a と c | 2. a と e | 3. b と e | 4. b と f |
| 5. c と d | 6. c と f | 7. d と e | 8. d と f |