

3年「英語理解」の課題について

★Reading は One World II Lesson6 に進みます。

前回の課題に苦戦している人がいるかもしれませんが、解答は Classi「校内グループ」に投稿しています。確認してください。

今回の課題について、読み方や意味が分からない単語は、辞書を使ったり、ネットで調べたりして、本文を読み進めていきましょう。

★Grammar は前回と同じ単元「分詞」です。参考書「LEARNER'S」をじっくり読みながら進めてください。

★Reading は○をつけなくて結構ですが、Grammar は○付けまでしてください。先生方が見て読めるよう、丁寧な字で記入してください。1枚ごとに氏名を書いてください。

★このプリントは、6月15日（消印有効）で学校まで送付してください。

Lesson6 Part1

❶ Despite a diet heavy on foie gras, / creamy sauces and cheese, / just 11% of French adults are obese / compared with 22% in Britain / and a third of Americans. // ❷ So what's their secret? // ❸ In Paris, / the de Bodinat family / are sitting down for lunch. // ❹ Mrs. de Bodinat serves / a healthy meal of white fish / with a tomato and cucumber salad, / with plain yoghurt. // ❺ The fridge is devoid of fizzy drinks, / and on the table sits a carafe / of ordinary water. // ❻ She says, / "I am a mother of four children / and I have to say / that they do not have sweets, / sugar or sodas / — you can open the cupboard / and you will see no temptation at all." //

本文で使われている次の単語や語句について、下の表に書き入れなさい。

	単語	品詞	意味	関連事項
1	despite			
2	diet			
3	heavy on ~	—		
4	creamy			
5	sauce			
6	adult			
7	obese			名 obesity
8	secret			
9	plain			
10	fridge			
11	devoid			be devoid of ~
12	fizzy			
13	temptation			

Lesson6 Part2

① Hangeul is the name / of the Korean written language. // ② We are very proud of hangeul / because of its simplicity, / superiority, and uniqueness. // ③ Hangeul has been passed down / since the year 1446, / when it was first invented / by King Sejong / with the help of some scholars. // ④ It was through the book / Hunminjeongeum, / the original name for hangeul, / that it was made known to the people. // ⑤ Almost all Koreans / can read and write hangeul / because of its simplicity. // ⑥ The Korean alphabet was scientifically invented / without influence from any other alphabet. // ⑦ It is entirely unique. // ⑧ In 1997, / UNESCO added Hunminjeongeum / to the Memory of the World list. //

	単語	品詞	意味	関連事項
1	simplicity			形 simple
2	superiority			形 superior
3	uniqueness			形 unique
4	scholar			
5	alphabet			
6	scientifically			形 scientific
7	influence			
8	UNESCO			the United Nations Educational, Scientific and Cultural Organization
9	list			

Lesson6 Part3

① Africa needs to have its people / trained in important areas / such as construction, banking, / business, and computers. // ② Civil servants especially need / a good secondary education / to deal with / a wide range of matters. // ③ For this, says one writer, / “A developing continent / must clearly learn to be practical.” // ④ Parents have also become convinced / that education is the key / to a good job and family prestige. // ⑤ But it has its drawbacks. // ⑥ In many countries, / secondary and college education means / that children have to leave the rural areas / for the towns, / and after being educated there, / they are not returning home / to work on the farms and produce food. // ⑦ Moreover the opportunities and leisure attractions / of the towns / are too tempting. //

	単語	品詞	意味	関連事項
1	construction			
2	deal with ~	—		
3	range			a wide range of matters
4	continent			
5	practical			対 theoretical
6	convinced			become convinced that ~
7	prestige			
8	drawback			
9	rural			対 urban
10	leisure			
11	tempting			

Lesson6 Part4

① In Taiwan, / I always enjoy / getting one special kind of greeting card. // ② I remember / receiving such greeting cards from students / early in my first semester. // ③ It wasn't my birthday, / so they must have been meant for something else. // ④ I asked them / what they were for. // ⑤ Then a student told me / they were for the birthday of Confucius. // ⑥ "Why are you giving me cards / on his birthday?" / I asked. // ⑦ That was when my student explained that / Confucius's birthday is celebrated here / as Teachers' Day. // ⑧ "What a great idea!" / I thought to myself. // ⑨ "Why don't we have / a holiday like that in America?" // ⑩ Since then, / I have always kept / my favorite Teachers' Day cards. // ⑪ Now / I also get Teachers' Day greetings / by e-mail! //

	単語	品詞	意味	関連事項
1	Taiwan			参考 Taiwanese
2	semester			

Grammar 21ラーナーズ英文法 分詞

次の各文の()内から適当なほうに○をつけなさい。

- 1) Look at the baby (sleeping, slept) on the bed.
- 2) Is this the famous song (writing, written) by Hikaru ?
- 3) I know the boy (speaking, spoken) to my brother.
- 4) Sam is looking for his (losing, lost) bag.
- 5) The languages (spoken, speaking) in Canada are English and French.
- 6) Judy read an (interested, interesting) book yesterday.

2. ()内の動詞を現在分詞か過去分詞に変えて [] 内に入れなさい。

- 1) A girl came [] toward me. (run)
- 2) Cathy looked [] at the news. (disappoint)
- 3) The men kept [] newspapers. (read)
- 4) Daniel stood [] to music on the train. (listen)
- 5) The shop seems [] today. (close)
- 6) Let's go [] in the river. (fish)
- 7) My mother looked [] with the present from us. (satisfy)

3. 日本語の意味に合うように()内の語句を並べかえなさい。

- 1) 私はジェーンがドアのところに立っているのを見た。 (Jane, I, standing, saw)
[] at the door.
- 2) マサコは英語で話を通じさせることができませんでした。 (understood, herself, in, make)
Masako couldn't [] English.
- 3) タカシは床屋で髪を切ってもらった。 (cut, Takashi, his hair, had)
[] at the barber.

- 4) 彼女はだれかが自分のことを話しているのを聞いた。 (talking, she, someone, heard)
 [] about her.
- 5) ケンタは宿題を途中でほうっておいた。 (his, unfinished*, homework, left)
 「未完成の, 途中の」
 Kenta [] .
- 6) ジムは先月腕時計を盗まれた。 (stolen, his watch, Jim, had)
 [] last month.

4. 日本語の意味に合うように()内に適語を入れなさい。

- 1) アイスクリームを食べている男の子は私の弟です。
 The () () ice cream is my brother.
- 2) スミス先生はしばらくの間彼を教室で待たせておいた。
 Mr. Smith () () () for a while in the classroom.
- 3) ベスは居間でテレビを見ながら座っていた。
 Beth () () TV in the living room.

解答

1. 1) sleeping (ベッドで眠っている赤ちゃんを見て。)
 2) written (これはヒカルによって書かれた有名な歌ですか。)
 3) speaking (私は兄[弟]に話しかけている男の子を知っています。)
 4) lost (サムは彼のなくしたカバンを探しています。)
 5) spoken (カナダで話されている言語は英語とフランス語です。)
 6) interesting (ジュディは昨日おもしろい本を読んだ。)
2. 1) running (女の子が私のほうに走ってきた。)
 2) disappointed (キャシーはそのニュースにがっかりしたように見えた。)
 3) reading (男の人たちは新聞を読み続けた。)
 4) listening (ダニエルは電車で音楽を聴きながら立っていた。)
 5) closed (その店は今日は閉まっているようだ。)
 6) fishing (川に魚釣りに行こう。)
 7) satisfied (母は私たちからのプレゼントに満足しているように見えた。)
3. 1) I saw Jane standing (at the door.)
 2) (Masako couldn't) make herself understood in (English.)
 3) Takashi had his hair cut (at the barber.)
 4) She heard someone talking (about her.)
 5) (Kenta) left his homework unfinished(.)
 6) Jim had his watch stolen (last month.)
4. 1) boy eating[having]
 2) kept[left] him waiting
 3) sat watching

次の各英文の〔 〕内を日本語に直しなさい

1) [Driving yesterday], I found a nice restaurant.

〔 〕, いいレストランを見つけた.

2) [Nancy cleaned the room], singing a song.

〔 〕, ナンシーは部屋を掃除しました.

3) [Being angry with him], Kazuko didn't answer his phone call.

〔 〕, カズコは彼の電話に出なかった.

4) The bus left Kyoto at noon, [arriving in Tokyo in the evening].

そのバスは正午に京都を出発して, 〔 〕.

5) [Having many questions], I went to see my English teacher.

〔 〕, 私は英語の先生に会いに行った.

2. 日本語の意味に合うように()内の語句を並べかえなさい.

1) やさしい英語で書かれているので, この本は初心者向けだ. (in, written, simple English)

〔 〕, this book is for beginners.

2) 飛行機から見ると, 私の町はとても小さく見える. (from, the plane, seen)

〔 〕, my town looks very small.

3) 十分な食料がなかったので, 私たちは山に登るのをやめた. (having, enough food, not)

〔 〕, we gave up climbing the mountain.

4) パスワードを知らなかったので, メールを開けることができなかった.

〔 〕 (not, the password, knowing)

〕, I could not open the e-mail.

3. 各組の文がほぼ同じ意味になるように()内に適語を入れなさい.

1) Cathy put on her red dress and went to the party.

() on her red dress, Cathy went to the party.

2) As I did not feel well, I left school early.

() () well, I left school early.

3) When she got on the train, Ann found her old friend.

() on the train, Ann found her old friend.

4. 次の各英文を日本語に直しなさい.

1) Shocked at his words, I could not look at his face.

〔 〕, 私は彼の顔を見ることができなかった.

2) Not finishing her homework, Takako can't go out with us.

〔 〕, タカコは私たちと出かけることができません.

解答

1.
 - 1) 昨日ドライブをしているときに
 - 2) 歌を歌いながら
 - 3) 彼に怒っていたので
 - 4) 晩に東京に着いた
 - 5) たくさんの質問があったので
2.
 - 1) Written in simple English
 - 2) Seen from the plane
 - 3) Not having enough food
 - 4) Not knowing the password
3.
 - 1) Putting (赤いドレスを着て, キャシーはパーティーに出かけた.)
 - 2) Not feeling (気分がすぐれなかったので, 私は学校を早退した.)
 - 3) Getting (電車に乗ったときに, アンは彼女の旧友を見つけた.)
4.
 - 1) 彼のことばにショックを受けたので
 - 2) 宿題が終わっていないので