

第2講 実用文②

演習問題 A

1 次の英文は、トムとユウジのテキストメッセージのやりとりです。これを読んで、下の各問いに答えなさい。(目安時間 8分)

5 Hi, Yuji. Ken and I have just come back from our trip to Hokkaido. It was a wonderful experience. We visited some cities such as Sapporo and Hakodate and some tourist spots around them. We thought four days weren't enough to travel around those northern cities. Moerenuma Park in Sapporo was really *impressive to me, (ア) while Ken was moved by the night view in Hakodate.

10 Oh boy, Tom! I *envy you your *terrific trip. It was a (イ) that I couldn't join you. I had to finish my *assignment within this week. The (ウ) is that I'm still working on it. By the way, how did you enjoy the food in Hokkaido? I bet you had a lot of seafood and fresh vegetables. (エ) I (had / could / wish / have / I) "jingsukan-nabe" with you.

15 All of the food was fantastic. I really liked "jingsukan." I also enjoyed a food I long desired, Sapporo ramen. (オ) Ken will make you envy us more by telling his story about our trip. *Joking aside, we are thinking of going to Okinawa for winter vacation. This time, you should come with us. So, we have to arrange our schedule *in advance. Let's collect some information about sightseeing in Okinawa. (約200語)

[注] impressive : 印象的な envy : うらやましく思う terrific : すばらしい
assignment : 課題 joking aside : 冗談はさておき in advance : 前もって

(1) 下線部(ア)を日本語に訳しなさい。

(2) (イ), (ウ)に入れるのに最も適切な語を、①~④から1つずつ選びなさい。

① news ② fact ③ surprise ④ shame (イ)() (ウ)()

(3) ユウジはなぜトムたちと旅行に行けなかったのですか。日本語で答えなさい。

(4) 下線部(エ)が意味の通る英語になるように、()内の語を並べかえなさい。

I _____ "jingsukan-nabe" with you.

(5) 下線部(オ)を日本語に訳しなさい。

(6) トムが冬休みの旅行の準備として提案していることを次のように表すとき、空所に7語の英語を入れなさい。

Tom suggests _____
for the winter vacation.

2 次の英文は健二と ALT (外国語補助助手) のフォンダ先生とのやりとりです。これを読んで、下の各問いに答えなさい。(目安時間 8分)

Dear Mr. Fonda,

I am a student in the first class you taught this morning. In the class you introduced yourself in easy English so that we could understand you. At the end of the class you told us your e-mail address and said that you always welcome our e-mails. You said you are from Montana, USA and talked about your home a little bit. What a *coincidence! Last week I watched the movie "A River Runs Through It," (ア) was set in Montana. I liked it very much. The story was wonderful, and the scenery in Montana, the river, mountains, valleys and falls were so beautiful. *Last but not least, I'm a *crazy fan of *Brad Pitt, (イ) acted as a reporter for the local newspaper in the film. He was so cool! I do hope you'll tell us more about your home state while teaching us.

Yours,

Kenji Hasegawa

Hi, Kenji.

I'm very glad to receive your mail. Your English is very good. I'm also glad to know that you seem to be interested in my home state, Montana. I am surprised you saw that movie because it was released a long time ago. Of course, I have seen it several times. I have visited the river in the film with my friends many times, and we enjoyed swimming, fishing, *rafting and so on there. By the way, I'm good at fly fishing for *trout like Paul, the reporter Brad Pitt played in the film.

Well, (ウ) this district, Nagano, is a little similar to Montana in that there are lots of mountains, rivers and so on. (エ) It sometimes (of / my / reminds / hometown / me) and I feel very comfortable now. By and by, I will tell you more about my home state and country. (オ) Last but not least, I'm also a crazy fan of Brad Pitt.

Best,

Henry Fonda (約 310 語)

[注] coincidence : 偶然 last but not least : 大事なことを言い忘れましたが crazy : 熱狂的な
Brad Pitt : 米国の俳優 rafting : いかだ乗り trout : マス(淡水魚)

(1) (ア), (イ)に入れるのに最も適切な語を、①~④から1つずつ選びなさい。

① who ② that ③ which ④ what (ア)() (イ)()

(2) 下線部(ウ)を日本語に訳しなさい。

(3) 下線部(エ)が意味の通る英語になるように、()内の語を並べかえなさい。

It sometimes _____

(4) 下線部(オ)でフォンダ先生が健二と同じ表現を使った意図は何ですか。日本語で答えなさい。

(5) 次の問いに英語で答えなさい。

Why is Mr. Fonda surprised?

演 習 問 題 B

次の英文を読んで、下の各問いに答えなさい。(目安時間 18分)

Two students in an American public high school are discussing the issue of the equal treatment of male and female students in school sports. Annie is on the girls' soccer team and Pete is on the boys' soccer team.

Annie: Hi, Pete! As you know, it rained a little last night. When we began to practice after school, the girls' soccer field wasn't in the best shape. (ア) It turned into a mud bath and we slid around the *water-logged field, while the boys' soccer field was quite perfect. I remember that the U.S. women's soccer team once practiced there. I know in my heart that that is unfair.

Pete: Well, Annie. I think I understand what you are saying. But actually, our school is very proud of the boys' soccer team because it has won the championship in the county tournament several times. We have many players and we need some staff to keep the field in the best condition. The girls' team has about fifteen players, and it seems to me that you just *play your time away and no more than that. You know, some of us are very serious because we are trying to get an athletic scholarship to help pay for college.

Annie: Yeah, I know (イ) that's the reality. But today, we should think more seriously about the equal treatment of male and female students in school sports. I know many of our schoolmates who want to participate in various sports teams, but our school doesn't have them. Many public schools offer a variety of athletic activities for students to choose from. For a long time, options for athletic activities were limited for girls. By the way, have you heard of a law called *Title IX?

Pete: Sorry, but I haven't heard of it at all. What kind of law is it?

Annie: The law was passed in 1972 in the United States. I wrote down some of the first sentences from it in my notebook. I'll read it, okay? It states that "No person in the United States shall, on the (ウ) of sex, be excluded from participation in, be denied the benefits of, or *be subjected to discrimination under any education program or activity receiving *Federal financial assistance..." In (エ), this law makes it illegal for schools to discriminate against students because of their sex — which means that girls have the same right to play as boys.

Pete: Wow! I'm amazed such an advanced law was passed as (オ) as 1972. I think it made an impact on athletic programs in public high schools and colleges, and also on the women's rights movement, though it may be *vice versa.

Annie: But I know sometimes it isn't realistic to offer the same sports for girls and boys. It may be hard for a school to find enough players for a girls' soccer team. However, I think that girls should be able to try out for the school's soccer team and play on the team if they have the talent. There should be equal opportunities for boys as well. Many schools now have male cheerleaders. Both cheerleading and soccer provide great exercise for students.

Pete: Yeah, I know some schools have boys' cheerleading teams. My father says it was unthinkable to see a male cheerleading team in high school when he was young. It used to be that a few sports were considered appropriate for girls, while most were reserved for boys. Many people thought some sports were too (カ) for girls. For example, it was unusual for a school to have a girls' basketball team. Many strong-willed girls proved those people wrong. Today, girls and boys enjoy many of the same sports. Not all girls want to play only tennis, and not all boys want to play baseball, for example. It is important to offer a wide variety of sports for students to choose from. I understand there are benefits both girls and boys can gain from participating in school sports. One important benefit is improved physical fitness. Getting

regular exercise is a good habit to start before adulthood. Regular exercise helps students stay mentally sharp. It also helps students get better sleep at night. Students need to be rested and ready to learn in order to be successful in school.

Annie: So, in conclusion, it is imperative that girls and boys have equal opportunities when it comes to sports. Students should not be excluded from an athletic activity based on their *gender. Athletic activities give students many opportunities — for physical activity, teamwork, and developing new interests — that are important for their growth as human beings. Girls and boys should have an equal opportunity to participate in school sports. Right?

Pete: Okay, I agree with you. When it comes to debate, I can't beat you, Annie. (約 790 語)

[注] water-logged : 水浸しの play one's time away : 暇つぶしをする Title IX : 第9章
be subjected to ~ : (差別など)を受ける Federal financial assistance : 連邦政府の財政支援
vice versa : 逆もまた同様 gender : 性(社会的, 文化的意味づけをされた男女の差異)

(1) 下線部(ア)を日本語に訳しなさい。

(2) 下線部(イ)を, サッカーの男子チームと女子チームのそれぞれについて, 日本語で説明しなさい。

(3) 本文の中で Annie が述べていないものを, ①~④から 1つ選びなさい。

- ① The girls' soccer field in her school was in worse condition than that of the boys'.
- ② We should pay more serious attention to the equal treatment of girls and boys in school sports.
- ③ Thanks to the law Title IX, every public high school in the U.S. treats boys and girls equally.
- ④ Girls want to play different sports, and boys want to play different sports as well. ()

(4) 本文の中で Annie と Pete の意見が一致しているものを, ①~⑤から 2つ選びなさい。

- ① In the United States, there are no school sports girls can't participate in.
- ② The girls' soccer team in their school seems to play just to kill time.
- ③ It is imperative to offer a wide range of sports for students to choose from.
- ④ There are few benefits students can get from participating in school sports.
- ⑤ The older generation took it for granted that girls shouldn't join any sports. () ()

(5) (ウ)~(カ)に入れるのに最も適切な語を, ①~⑥から 1つずつ選びなさい。

- ① brief ② late ③ basis ④ rough ⑤ proper ⑥ early
- (ウ)() (エ)() (オ)() (カ)()

(6) 下線部(キ)を日本語に訳しなさい。

(7) 本文の内容と一致しないものを, ①~⑤から 1つ選びなさい。

- ① The boys' soccer field was so good that the U.S. women's soccer team once practiced there.
- ② Pete thought it natural for his school to be proud of the boys' soccer team due to its past victories.
- ③ Pete says regular exercise helps students stay in stable condition before adulthood.
- ④ Since students need to be rested and ready to learn, participating in sports isn't always good.
- ⑤ Pete admitted Annie was very good at debate and couldn't defeat her argument. ()