

中3甲陽英語[冬期]

課題考查対策

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英語 R

■ 11. 本文(通し番号つき)

We went to a rural area of Tohoku on a school trip. Walking around near our hotel, we saw a lot of ducks in the rice fields. I wondered ①if those ducks were wild ducks, so I asked Mr. Kamota, our teacher, about it. He said they were not wild ducks but were kept by the local farmers. He explained a method of agriculture ②which uses ducks.

Recently, ③in response to consumers' anxiety about the quality of food, the number of farmers ④who grow crops using as small an amount of agricultural chemicals as possible has increased. Mr. Kamota said, "I heard that the farmers in this area don't use chemicals at all when they grow rice. They depend on ducks instead. Did you know that no animal is ⑤as helpful as the duck when growing rice?" He explained that ducks eat various harmful insects ⑥that prevent rice from growing healthily. The ducks' droppings work ⑦as fertilizer. Also, their pecking at the rice plants ⑧stimulates the rice to grow better. He also added, "The farmers can sell the ducks for meat ⑨when the rice has been harvested. All of the farmers in this area are grateful to the ducks."

It sounds ⑩as if there are no drawbacks to this farming method. However, man cannot completely control nature. Ducks are ducks, not chemicals. Sometimes they don't work as we want them to ⑪because their appetite is influenced by the weather. When farmers don't depend on chemicals, ⑫that means it takes a lot of time and effort to keep their fields under control. Yet the number of farmers ⑬engaged in this kind of agriculture is increasing. This is ⑭because vegetables and rice grown without chemicals are safer than those grown with chemicals and popular among people who are health conscious.

■ 11. 語彙・文法・構文解説

① if S V(名詞節)

- ・「～かどうか」
 - ・wonder if ~「～かどうかと思う」
 - if 節が wondered の目的語。
-

② which(関係代名詞・主格)

- ・先行詞 a method of agriculture を説明
 - ・「アヒルを使う農法」
 - which uses ducks = agriculture を後ろから修飾。
-

③ in response to(前置詞句)

- ・「～に対応して／～への反応として」
 - ・response は名詞。
-

④ who(関係代名詞・主格)

- ・先行詞 farmers
 - ・「作物を育てる農家」
 - 主語の farmers を詳しく説明。
-

⑤ as ~ as …(原級比較)

- ・「…と同じくらい～」
 - ・no A as B = 「B ほど A なものはない」
-

⑥ that(関係代名詞・主格)

- ・先行詞 harmful insects
 - ・「健康的な成長を妨げる害虫」
-

⑦ as(前置詞)

- ・「～として」
 - ・work as ~「～として機能する」
-

⑧ stimulates O to V(SVOC)

- ・stimulate O to V「O に V するよう促す」
 - ・O = the rice, C = to grow better
-

⑨ when S V(時間の副詞節)

- ・「～するときに」
 - ・現在完了形 has been harvested = 収穫が完了した後。
-

⑩ as if S V(仮定・様態)

- ・「まるで～であるかのように」
 - ・事実と異なる可能性を含む表現。
-

⑪ because S V(理由の副詞節)

- ・理由・原因を説明。
 - ・because は最も基本的な理由表現。
-

⑫ that means ~(指示語 that)

- ・that = 前文全体の内容
 - 「それは～ということを意味する」。
-

⑬ engaged in ~(形容詞句)

- ・「～に従事している」
 - ・過去分詞 engaged が farmers を修飾。
-

⑭ because S V(理由)

- ・結論に対する明確な理由説明。
 - ・比較構文 safer than ~ を含む。
-

■ 12. 本文(通し番号つき)

English has finally come to be a required subject at Japanese elementary schools. Ken-bo, a second-year student living next door to me, is already attending an English conversation school. One day he suddenly spoke to me in English. I was very surprised because he spoke ①as if he were a native speaker of English.

I am a second-year student at high school. ②Although I have studied English for 5 years after entering junior high school, I still cannot speak English very well. I can barely understand even an easy conversation. I thought, “③I wish I had started learning English when I was small.” When I said so to one of my friends, he said, “For Japanese, it’s Japanese ④that has a higher priority, not English. I guess even a brain scientist wouldn’t know ⑤when is the best time to start learning English. ⑥It seems to be true that young children can learn foreign languages more easily than adults, but if they fail in the attempt, they might ⑦end up disliking foreign languages.”

⑧If children begin to learn English from early childhood, they will feel more familiar with foreign people and cultures in English-speaking countries and ⑨take an interest in their way of living. ⑩It would be valuable for them to have an opportunity to use English before entering school; as they grow up, their English studies will be focused on acquiring lots of knowledge rather than actually using it in conversation. Adults, however, must not force children to study English. Also, at school, teachers need to make sure ⑪that students stay interested in whatever they are learning. ⑫What’s important is that learning should be enjoyable.

■ 12. 語彙・文法・構文解説

① as if S V(仮定法過去)

- ・「まるで～であるかのように」
 - ・事実と異なる内容なので were を用いる。
-

② Although S V, …(譲歩の副詞節)

- ・「～だけれども」
 - ・主節との対比がポイント。
-

③ I wish S had p.p.(仮定法過去完了)

- ・「～だったらよかったのに(過去)」
 - ・実現しなかった過去への後悔。
-

④ that(強調構文)

- ・It is ~ that … の省略形
 - ・強調されているのは Japanese。
-

⑤ when is the best time ~ (間接疑問文)

- ・疑問語 + S V の語順
 - ・know の目的語。
-

⑥ It seems to be true that ~ (形式主語構文)

- ・It = 形式主語
 - ・that 節が真主語。
-

⑦ end up Ving(結果表現)

- ・「結局～することになる」
 - ・意図しない結果を表す。
-

⑧ If S V, S will V(条件文)

- ・現実的条件を表す第1文型条件文。
-

⑨ take an interest in ~ (熟語)

- ・「～に興味を持つ」
 - ・interest は名詞。
-

⑩ It would be valuable for A to V(評価構文)

- ・It = 形式主語
 - ・to 不定詞が真主語。
-

⑪ make sure that ~ (動詞 + that 節)

- ・「～を確実にする」
 - ・that 節が目的語。
-

⑫ What's important is that ~ (疑似分裂文)

- ・What's important = 主語
- ・that 節が補語。

●
■ 13. 本文(通し番号つき)

We can't live without water. ①Needless to say, water is essential for us to build a basis for life and to maintain cities. Therefore, since ancient times, every civilization has developed in a place ②where there was a lot of water. There weren't any water supply systems at that time, so for ancient people, ③whether or not they had access to water was the most crucial problem. ④In fact, the four major civilizations of the ancient world developed near rivers, such as the Nile.

⑤It is believed that the first water supply system in the world was built in Rome about 2,300 years ago. At first, Roman people got their water ⑥from wells, springs and rivers. ⑦The larger the city became, however, the more serious the lack of water became. The appearance of public baths ⑧made the situation worse.

Therefore, the Romans built a new water supply system to get more water. Pumps hadn't been invented yet, so they tilted water pipes slightly to let the water run down. Water supply systems were established ⑨not only in Rome but also in some other cities of the Roman Empire. The water was stored in water tanks placed in higher areas of the cities, and then it was ⑩distributed to houses, public baths, fountains, and so on.

⑪It is true that the water supply system changed the Romans' lifestyle, but ⑫only the rich could actually afford to use it. Some records show that Rome had eleven water pipes altogether, and that their total length was about 480 kilometers. ⑬In addition, ⑭the total amount of water people in Rome used each day is said to have reached about 1,000 liters.

■ 13. 語彙・文法・構文解説

① Needless to say(定型句)

- 「言うまでもなく」
- 文頭副詞句で、文全体を修飾する。

② where(関係副詞)

- 先行詞 place を受けて「その場所で」
- 関係副詞 where = in which

③ whether or not S V(名詞節)

- 「～かどうか」
- here: 主語補語的に problem の内容を説明。

④ In fact(論理マーカー)

- 逆接・追加説明のときによく使われる。
- 「実際のところ」

⑤ It is believed that～(受動の形式主語構文)

- It is said that / It is thought that と同様
- that 節が真主語
→ 「～と信じられている」

⑥ from(前置詞)

- get water from～: 「～から水を得る」

⑦ the 比較級…, the 比較級…(比例構文)

- 「～になればなるほど、ますます

…」

- The larger the city became, the more serious …
→ 二重の the が重要

⑧ made the situation worse (SVOC)

- make O C: 「O を C の状態にする」
- C は形容詞(worse)

⑨ not only A but also B(相関構文)

- 「A だけでなく B も」
- 文内では倒置なし

⑩ distributed to～(他動詞+前置詞)

- distribute A to B: 「A を B に配る」

⑪ It is true that～(譲歩構文)

- 「確かに～だが…」と逆説につながる
- It is true that～, but …

⑫ only the rich could…(限定の only)

- 限定語 only が rich を修飾
→ 「裕福な人だけが～できた」

⑬ In addition(追加説明)

- furthermore / moreover と同じ機能
- 文頭副詞

⑭ is said to have reached(完了不定詞)

- 過去の出来事を現在の受動形で述べる時

• is said to reach(今の話)

• is said to have reached(過去の到達)

■ 14. 本文(通し番号つき)

Today, our teacher told us an interesting story. He asked, “Do you think a spider can fly?” I hesitated, then raised my hand and answered, “A spider doesn’t have any wings, so it cannot fly.” The teacher smiled slightly and said, “①Though not all spiders can fly, some really can.” Very surprised and interested, I listened earnestly to his explanation.

After they have hatched, baby spiders live together. But ②after a while, in order to move to other places, they begin to fly. How do they fly? ③First, they climb to the top of a plant, then they release threads. When the threads catch the wind, the very light spiders go high up into the air and fly away. Actually ④it’s up to the winds where they go, so it might be better to say “they are blown away” rather than “they fly.” ⑤In any case, they use their threads as a tool for flying. It is said that some of the spiders fly ⑥no less than tens or hundreds of kilometers from island to island. In this way, they seem to spread across a wide area.

My teacher’s story ⑦reminded me of something. Just the other day, while I was walking along the street, I noticed a spider’s thread ⑧come out of nowhere and stick to me. ⑨It was when I was in a narrow alley or on a mountain path, not when I was in the street. I looked around but couldn’t find any cobwebs. But there was a thread on my body. I heard that a spider sometimes ⑩spins a web that stretches ⑪from one side of the street to the other. But I thought the thread that stuck to me ⑫might have been one that a baby spider had released when it flew to its new world.

■ 14. 語彙・文法・構文解説

① Though not all spiders can fly,
…(譲歩の副詞節・省略)

- 本来は Though they do not all have the ability
- 主語・助動詞の省略
→ 「すべてのクモが飛べるわけではないが…」

② after a while(時を表す副詞句)

- 「しばらくして」

③ First(順序を示す副詞)

- 説明順序の提示: First / Next / Then / Finally

④ it is up to~(依存構文)

- be up to A: 「A 次第である」
- here: winds に運命を委ねる

⑤ In any case(論理マーカー)

- 「いずれにしても」
- まとめ・転換に使う

⑥ no less than(数量比較)

- 「~ほども」
- no less than = as many as

→ 驚きを含む数量表現

⑦ reminded me of(熟語)

- remind A of B: 「AにBを思い出させる」

⑧ come out of nowhere and stick to me(並列動詞)

- come out of nowhere: 「どこからともなく現れる」
- stick to me: 「体にくっつく」

⑨ It was when… that~(強調構文)

- It is/was X that Y
- when 節を強調(時の強調)
→ 「~だった時のことだ」

⑩ spins(単数主語)

- a spider(単数)なので三単現 -s

⑪ from A to B(範囲の前置詞句)

- 「A から B へ」

⑫ might have been(過去の推量)

- 過去の状況に対する推量:
→ 「~だったのかもしれない」

■ 15. 本文(通し番号つき)

Have you ever heard the name “Heinrich Schliemann”? ①He was an archaeologist who accomplished great achievements in the 19th century. He was born in 1822 as a Protestant minister’s son in northern Germany. ②As a child, he learned about the legendary city of Troy, which appeared in a work by Homer, and he strongly believed that it had really existed in the past.

His path on the way to becoming an archaeologist was not smooth. After ③graduating from school, he drifted from one job to another ④while learning more than ten languages. Later, he ⑤succeeded in business in Russia and made an enormous fortune. At the age of forty-four, he began studying archaeology in Paris, and this was the starting point of his career as an archaeologist.

When he started his work to find Troy, Schliemann supposed that ⑥it was the hill of Hissarlik that the city of Troy had been located on. What he found under the ground were a lot of remains of ancient buildings and wonderful treasures. The site was ⑦identified as the very city of Troy. Today, because of ⑧the advances made in excavation and research, hardly anyone doubts the existence of Troy. ⑨Schliemann’s findings were so many and significant that he will always be remembered as a major figure in the early study of prehistoric Greece.

Even as an adult, Schliemann never lost the dreams of his childhood. Sometimes a long period of preparation is required before your dream comes true. This means that ⑩achieving things takes a lot of time. There are a lot of things to be learned from Schliemann’s passion and perseverance.

■ 15. 語彙・文法・構文解説

① an archaeologist who accomplished…(関係代名詞)

- who S V : 先行詞 an archaeologist を説明
 - accomplish achievements: コロケーション
-

② As a child(付帯状況・副詞句)

- 「子どもの頃」
 - 文頭で時を示す副詞句
-

③ graduating from(動名詞／前置詞の目的語)

- graduate from ~ : 「~を卒業する」
 - After graduating from school(副詞句)
-

④ while learning…(分詞構文:同時進行)

- while S was learning の省略
→ 「~しながら」
-

⑤ succeeded in(句動詞)

- succeed in A: 「A に成功する」
-

⑥ 強調構文: It was A that B

- It was the hill of Hissarlik

that the city of Troy had been located on

→ 場所を強調する It-cleft

- 本来の語順: the city had been located on the hill
-

⑦ identified as~(受動態)

- identify A as B: 「A を B と確認する」
 - here: was identified as~
-

⑧ advances made in~(過去分詞の後置修飾)

- made in excavation and research
→ advances(進歩)を後ろから修飾
-

⑨ so … that …(結果構文)

- 「とても~なので…」
 - so many and significant (that) S V
-

⑩ achieving things takes~(動名詞主語)

- achieving…(~を成し遂げること)は S
- takes: 動詞
→ 「~するには時間がかかる」