

1 3. 次の各文の文型を示し、動詞の意味の違いに注意して和訳しなさい。

(1) I found the room key easily. [第 文型] 【和訳】_____

I found the house empty. [第 文型] 【和訳】_____

I found the old man a good seat. [第 文型] 【和訳】_____

(2) Anne keeps a diary. [第 文型] 【和訳】_____

Roy kept silent for some time. [第 文型] 【和訳】_____

You must keep your room warm. [第 文型] 【和訳】_____

(3) He left the door open. [第 文型] 【和訳】_____

He left for the U.S.A. yesterday. [第 文型] 【和訳】_____

He left me his trunk at the station. [第 文型] 【和訳】_____

He left the umbrella in the bus. [第 文型] 【和訳】_____

1 4. []内の単語を並べかえて、指定された文型の英文を作りなさい。

(1) [rooms / are / fifty / in the hotel / there]. (第1文型)

(2) [went / the milk / bad / on the table]. (第2文型)

(3) [of / he / a favor / asked / me]. (第3文型)

(4) [her daughter / bought / she / a doll]. (第4文型)

(5) [call / you / this animal / do / in English / what]? (第5文型)

1 5. 次の日本文を指定された文型の英文に直しなさい。

(1) その少年は走るのが速い。(第1文型) (第2文型)

(2) 鈴木先生は私たちに英語を教えている。(第3文型) (第4文型)

(3) 彼女たちはナンシー(Nancy)を自分たちのチームのキャプテンに選んだ。(第5文型)

長文読解問題

1. 次の英文を読んで、あとの問いに答えなさい。

The Internet is a worldwide network of computers. It ①(become) popular in *the 1990s. Now, (あ) we live in the Internet age.

(い) The Internet is very useful. You can get information from libraries (a) the world, *shop at famous stores in Paris, or read today's **New York Times*. You can do ②all these things in your room.

You can set up your own space on the Internet. (う) We call it a home page. It is open (b) anyone in the world. Write your message on your home page. Soon, you can get answers (c) e-mail from people (a) the world.

The Internet is also useful *in an emergency. When a flood or an earthquake happens somewhere in the world, we can learn about the victim's needs quickly on the Internet. Then, (え) we can send them food and medicine more quickly than before.

③Doctors use the Internet a lot. They exchange information and find a cure for difficult diseases.

*the 1990s 1990年代

*shop (動詞) 買い物をする

**New York Times* アメリカの代表的な日刊紙

*in an emergency 緊急時に

問1 ①の語を適切な形に直しなさい。()

問2 下線部(あ)～(え)の文はそれぞれ何文型か答えなさい。

(あ)第()文型 (い)第()文型 (う)第()文型 (え)第()文型

問3 空所(a)～(c)に入れるべき最も適当な語を、【 】内から1つずつ選びなさい。

【 to / by / around 】

(a) () (b) () (c) ()

問4 下線部②の内容を日本語で答えなさい。

問5 下線部③の人々はどのように the Internet を使用していますか、日本語で説明しなさい。

2. 次の英文を読んで、あとの問いに答えなさい。

In the world of the Internet, everyone is equal. Famous writers, artists, scholars and scientists—①they are all friends. (あ) A lucky person can even find a message from the president of a country.

No distinction exists (a) Japanese, Americans, Indonesians, and Russians. (い) And age and sex do not matter (b) all. People around the world are ②(exchange) their ideas freely on the Internet. Of course, you can ③ too. (う) It is a completely new experience. It will bring (c) a big change in your view of the world.

Some people lose themselves in the world of the Internet. The virtual reality of the Internet is dazzling. But remember that the world of the Internet is not the real world. Face-to-face communication with family, friends, and neighbors is very important. Don't forget that the Internet is only a tool for communication and information.

④Many people say the Internet has some problems, but most people agree the Internet still has a wonderful future. ⑤() () () () in history, anyone can exchange messages and information instantly (d) other people.

問1 下線部①は何を指していますか。日本語で答えなさい。 _____

問2 ②の語を適切な形に直しなさい。 (_____)

問3 you can ③ too. の箇所省略されているものを英語で書きなさい。

you can _____ too.

問4 下線部④を日本語に訳しなさい。

問5 ⑤に「初めて」という意味の適切な語を入れなさい。 (_____) (_____) (_____) (_____)

問6 下線部 (あ) ~ (う) の文はそれぞれ何文型か答えなさい。

(あ) 第 () 文型 (い) 第 () 文型 (う) 第 () 文型

問7 (a) ~ (d) に入れるべき最も適当な語を、【 _____ 】内から1つずつ選びなさい。

【 with / at / between / about 】

(a) (_____) (b) (_____) (c) (_____) (d) (_____)

問8 次の日本文のうち、本文の内容に合わないものを記号で選びなさい。 (_____)

- ア. インターネットの世界ではだれもが平等である。
- イ. インターネットの世界では人種・年齢・性別が問題になる。
- ウ. インターネットはあなたの世界観に大きな変化をもたらす。
- エ. 顔を合わせた意思伝達は重要である。

長文演習（灘高校 2021 より）

Psychology professor Carol Dweck says this is an exciting time for our brains because these days there is an increasing amount of research into *intelligence. (1)Her own studies on the way our brains work have important meanings for students' *attitudes toward education.

According to Dweck, what students believe about their brains *affects their *motivation, and this, in turn, *influences their *academic achievement. Some students think that intelligence is something that's *fixed and permanent. Others, however, see it as something that can grow and change. (2)These different beliefs create different attitudes. On the one hand, you might be afraid of challenges and *devastated by *setbacks, while on the other hand, you might enjoy challenges and be *resilient in the face of setbacks.

If people believe that intelligence is fixed, they think that they possess only a certain amount of it. Dweck calls this belief a fixed mindset. She has shown that a fixed mindset makes challenges *threatening for people because they believe that their ability may not be up to the task they are trying to accomplish. Furthermore, (3)it makes errors and failures demoralizing, because people with this mindset believe that the mistakes they make *indicate a low level of intelligence.

There is another more positive attitude which is to regard intelligence as something that can be *cultivated through effort and education. Dweck calls this a growth mindset. Naturally, everyone has different abilities, and not everyone can be as smart as Einstein, but everyone can improve their abilities. And, as Dweck points out, (4)Einstein didn't become Einstein until he put in years of focused hard work. As a result, *confronting challenges, profiting from mistakes, and persevering in the face of setbacks help people to become smarter.

Dweck's work shows that if students believe that their intelligence can improve, they begin to love learning. A growth mindset makes students believe in the power of hard work. We all face setbacks in our lives, but it is preferable to react to them in a constructive, determined way.

intelligence : 知能	attitude : 態度, 考え方	affect : 影響する	motivation : やる気, モチベーション
influence : 影響する	academic achievement : 学業成績	fixed : 固定された	
devastated : 打ちのめされて	setback : 挫折	resilient : 回復力のある	threatening : 恐ろしい
demoralizing : やる気をそぐ	indicate : 示す	cultivate : 育てる, 養う	confront : 向き合う

1. 下線部(1)を日本語に直せ。

2. 下線部(2)の「違い」とはどのようなものか、本文に即して日本語で答えよ。

3. 下線部(3)の内容を、本文中から英語で抜き出して答えよ。

4. 下線部(4)を日本語に直せ。

5. Dweck は、学生が学習を好きになる方法は何だと述べているか、日本語で説明せよ。