

【1】

*One day, an American woman saw a Japanese traditional performance. At that time, she decided to make it her career. Why did she decide to do so? What is her message to Japanese young people?*

“I want to be Japanese,” said the American woman at the start of the interview. Her stage name is Kyokudo Nanshun, and she is a <sup>(1)</sup>プロの *kodan-shi*. *Kodan* is a traditional style of Japanese storytelling. *Kodan-shi* recite Japanese historical episodes with dramatic, <sup>(2)</sup>リズムミカルな chanting. They also tap a low desk with a leather-bound fan to show <sup>(3)</sup>強調 in the story.

At university in the US, Nanshun studied Japanese hard. After she graduated, she came to Japan as an English teacher. She enjoyed *kimono*, *iaido*, and traditional performing arts such as *bunraku*, *noh*, and *rakugo*. ( 4 ), she attended a *kodan* performance ( 5 ), and was moved quite deeply. At that time, she thought, “This is ( 6 )! I want to become a *kodan-shi*.” In 2013, <sup>(7)</sup>[ name / she / Kyokudo Nanshun / by / the / given / was ] her master Kyokudo Nanryo IV.

問1 下線部(1)の意味にあたる英単語を正確につづりなさい。

問2 下線部(2)の意味にあたる英単語を正確につづりなさい。

問3 下線部(3)の意味にあたる英単語を正確につづりなさい。

問4 空所(4)を「ある日」という意味になるように2単語で埋めなさい。

問5 空所(5)を「初めて」という意味になるように4単語で埋めなさい。

問6 空所(6)に入れるのに最も適切なものは次のうちどれか。

(a) what (b) how (c) it (d) that

問7 空所(7)を本文に合うように並び替えなさい。

【2】

*Nanshun discusses kodan in the interview.*

Interviewer: (1)[ kodan / why / are / so / you / to / attracted ]?

Nanshun: There are several reasons. First, I admire the beautiful hand movements in *kodan*. (2)[ performance / first / a / time / I / the / saw ], the storyteller used very graceful gestures to express a blooming ( 3-a ). Next, I love the ( 3-b ) on the faces of *kodan-shi*. They can skillfully show the ( 3-c ) of a *samurai* or the ( 3-d ) of a demon. The audience can clearly imagine the *kodan* stories ( 4 ) all the characters are described so vividly. For me, *kodan* is a deeply creative world.

Interviewer: Wow! You are really attracted to the creativity of *kodan*.

Nanshun: Yes, but I love the *kodan* stories themselves ( 5 ). There are a great number of interesting characters in Japanese history. (6)[ so / expressed / they all / by / be / realistically / can ] *kodan-shi*. I'm a big fan of Sakamoto Ryoma and I really enjoy ( 7 ) stories about his dramatic life.

問 1 空所(1)を本文に合うように並び替えなさい。なお、先頭に来る単語も小文字で表されている。

問 2 空所(2)を本文に合うように並び替えなさい。なお、先頭に来る単語も小文字で表されている。

問 3 空所(3-a)～(3-d)に入るべき単語を、それぞれ以下の語群の中から選びなさい。

(3-a):                      (3-b):                      (3-c):                      (3-d):

【語群】 confidence / evilness / flower / expressions

問 4 空所(4)に入れるのに最も適切なものは次のうちどれか。

(a) so    (b) that    (c) because    (d) so that

問 5 空所(5)に「～もまた」を意味する単語を2語でつづりなさい。

問 6 空所(6)を本文に合うように並び替えなさい。なお、先頭に来る単語も小文字で表されている。

問 7 空所(7)に入れるのに最も適切なものは次のうちどれか。

(a) saying    (b) to say    (c) telling    (d) to tell

【3】

Interviewer: Are there any difficulties in performing *kodan*?

Nanshun: Of course. As an English speaker, there are various <sup>(1)</sup>難題. Some Japanese sounds like *rya/ryu/ryo* were especially difficult. I ( 2 ) *kodan* loudly in a karaoke box ( 3 ) I could master these sounds. Also, sometimes <sup>(4)</sup>[ old / it's / to / Japanese / hard / me / for / understand ]. One time, I couldn't express the nuance of *ifu-rin'zen*. Even after I learned the meaning in English, <sup>(5)</sup>it was still very hard to deliver. So, I must learn more about Japan and the Japanese language.

Interviewer: That makes sense. <sup>(6)</sup>[ 日本人の聴衆のために演じることについてどう思いますか? ]

Nanshun: They are wonderful, but sometimes it is ( 7 ) to know their feelings. I usually need to make adjustments for each performance ( 8 ) their mood. If they are relaxed, I can perform freely. However, if they are a little ( 9 ), I have to work much harder to bring them into my world.

問 1 下線部(1)の意味にあたる英単語を正確につづりなさい。

問 2 空所(2)に入れるのに最も適切なものは次のうちどれか。

- |                          |                            |
|--------------------------|----------------------------|
| (a) was used to practice | (b) was used to practicing |
| (c) used to practice     | (d) used to practicing     |

問 3 空所(3)に入れるのに最も適切なものは次のうちどれか。

- (a) so that (b) in order to (c) though (d) because

問 4 空所(4)を本文に合うように並び替えなさい。

問 5 下線部(5)it の指示内容を日本語で答えなさい。

問 6 空所(6)の[ ]を日本語の意味になるように英語で表しなさい。

問 7 空所(7)に「難しい」を意味する単語を 1 語でつづりなさい。なお、頭文字は c とする。

問 8 空所(8)に「～に従って」を意味する単語を 2 語でつづりなさい。

問 9 空所(9)に入れるのに最も適切なものは次のうちどれか。

- (a) shocked (b) embarrassed (c) sensible (d) shy

【4】

Interviewer: What's your next goal as a *kodan-shi*?

Nanshun: Well, I want to continue my work in *kodan* ( 1 ). Therefore, I got a ( 2 ) in Japan. Japanese history is ( 3 ) for me, but not for everyone else. So, I will continue to share the wonders of Japanese culture ( 4 ) performing *kodan*. I hope *kodan* will become much more popular (5)( ) the country.

Interviewer: Do you have a message for Japanese high school students?

Nanshun: Yes, I do. (6)[ 夢を持つことを恐れないで ]. (7)[ succeed / you / or / whether / not ], your life will be enriched by challenging yourself. Sometimes others may disagree ( 8 ) you because (9)[ achieve / they / difficult / think / dreams / your / are / too / to ]. Ryoma once said, “(10)Even if people say negative things about me, I continue to believe in myself.” I say these words to myself every day.

問 1 空所(1)に「長い間」を意味する単語を 4 語でつづりなさい。

問 2 空所(2)を「永住ビザ」という意味になるように 3 単語で埋めなさい。

問 3 空所(3)に入れるのに最も適切なものは次のうちどれか。

(a) fascinating (b) fascinated (c) boring (d) bored

問 4 空所(4)に入れるのに最も適切なものは次のうちどれか。

(a) into (b) with (c) for (d) by

問 5 下線部(5)を「日本中で」という意味になるように空所に 1 単語を埋めなさい。

問 6 空所(6)の[ ]を日本文の意味になるように英語 6 語で表しなさい。

問 7 空所(7)を本文に合うように並び替えなさい。ただし、文頭に来る単語も小文字で表されている。さらに、日本語に訳しなさい。

問 8 空所(8)に入れるべき単語を答えなさい。

問 9 空所(9)を本文に合うように並び替えなさい。

問 10 下線部(10)を日本語に訳しなさい。

【5】

*Would you like to change people's behavior? Have you ever thought about improving your communities? There are some interesting ways to change people's behavior or improve our communities.*

If we need to change people's behavior, what should we do? One common approach is <sup>(1)</sup>[ that / sign / a / tells / do / to / what / people ]. However, <sup>(2)</sup>as we know from experience, signs seem to work only sometimes. We need to find some new approaches.

For example, <sup>(3)</sup>how can we get people to return file boxes properly on a shelf? Look at Picture 1. If a single line is drawn through the backs of the file boxes, <sup>(4)</sup>[ to / will / put / people / where / know / them ]. <sup>(5)</sup>[ away / making / put / how / toys / their / about / children ]? Well, place a basketball hoop above the toy box as you see in Picture 2. Then, children will want to toss their toys into the box.

These two examples are ( 6 ) ways to change people's behavior. <sup>(7)</sup>[ behave / they / better / encourage / people / to ] willingly. Such approaches are called *shikake*, or triggers.

問1 空所(1)を本文に合うように並び替えなさい。

問2 下線部(2)を日本語に訳しなさい。

問3 下線部(3)を日本語に訳しなさい。

問4 空所(4)を本文に合うように並び替えなさい。

問5 空所(5)を本文に合うように並び替えなさい。ただし文頭に来る単語も小文字で表している。

問6 空所(6)を「間接的な」という意味になるように空所に1単語を埋めなさい。

問7 空所(7)を本文に合うように並び替えなさい。ただし文頭に来る単語も小文字で表している。

【6】

Let’s look at some other examples. (1)[ of / we / instead / use / stairs / escalators / get / can / how / people / to ]? An (2)実験 was done at a train station in Sweden. The stairs were designed like piano keys. As people climbed, they made piano-like sounds with their feet. The “Piano Stairs” (2)実験 was very successful. ( 3-a ) people used stairs, and thus got ( 3-b ) exercise.

There is another trigger called “The World’s Deepest Bin.” A trash bin had a sensor to make a long falling sound when people put trash in it. Many people wanted to hear (4)it again, so they (5)捨てた more trash. This special bin collected much more trash than a regular bin.

How can we create such effective triggers? (6)Sometimes combining things in unique ways leads to new, flexible ideas. (7)[ manner / act / different, / a / to / can / this / us / motivate / positive / in ].

問 1 空所(1)を本文に合うように並び替えなさい。ただし文頭に来る単語も小文字で表している。

問 2 下線部(2)の意味にあたる英単語を正確につづりなさい。

問 3 空所(3-a)(3-b)に入れるべき単語をそれぞれ語群から選びなさい。選択肢は全て小文字で表されている。

(3-a): (3-b):

【語群】 more / fewer / less

問 4 下線部(4)it の指示内容を日本語で答えなさい。

問 5 下線部(5)の意味にあたる英単語を 2 語で正確につづりなさい。

問 6 下線部(6)を日本語に訳しなさい。

問 7 空所(7)を本文に合うように並び替えなさい。ただし文頭に来る単語も小文字で表している。

【7】

A flexible <sup>(1)</sup>視点・観点 is necessary when we ( 2 ) social problems. For instance, many children in South Africa once died ( 3 ) diseases. It was because they didn't wash their hands enough. To <sup>(4)</sup>[ regularly / to / children / wash / get / hands / their ], a toy was put inside each piece of soap. Children became ( 5 ) to wash their hands because they wanted to get the toy. The soap used in this successful program was called "Hope Soap."

Let's look at another example. In 1995, more than a million volunteers went to help after the Great Hanshin-Awaji Earthquake. However, <sup>(6)</sup>[ skills / with / to / was / difficult / it / match / volunteers' / needs / victims' ]. Later, <sup>(7)</sup>dekimasu zekken was created to solve this problem. Volunteers wrote their skills on sheets of paper and put them on their backs. *Dekimasu zekken* still brings people together and promotes communication in disaster areas.

問1 下線部(1)の意味にあたる英単語を正確につづりなさい。

問2 空所(2)を「～に対処する」という意味になるよう2単語で埋めなさい。

問3 空所(3)に入れるのに最も適切なものは次のうちどれか。

(a) by (b) with (c) from (d) in

問4 空所(4)を本文に合うように並び替えなさい。

問5 空所(5)に入れるのに最も適切なものは次のうちどれか。

(a) pleasant (b) eager (c) reluctant (d) related

問6 空所(6)を本文に合うように並び替えなさい。

問7 下線部(7)*dekimasu zekken* のもたらす効果を簡潔に日本語で答えなさい。

【8】

As we have seen, social problems can be solved with flexible approaches like triggers. This is called “social design,” and we can see it in <sup>(1)</sup>a (     ) of Japanese local communities.

Take as an example, Inakadate Village, a famous <sup>(2)</sup>rice-growing area in Aomori. (    3    ) many years, it didn’t have any special tourist spots. In 1993, villagers began to design rice fields as art. These beautiful fields now attract more than <sup>(4)</sup>a (     ) million visitors each year.

Here is another good example. Kumamoto Castle has been raising money for <sup>(5)</sup>修復 in an interesting way. Contributors can register their names (    6    ) “castle lords.” Nearly <sup>(7)</sup>2億円 was collected for its reconstruction in the six months after the 2016 earthquakes.

If we want to change our communities for the better, then we need flexible approaches. Let’s (    8    ) social design to improve our own communities.

問 1    下線部(1)を「いくつかの～」という意味にするととき空所に入れるべき 1 単語を答えなさい。

問 2    下線部(2)の意味を漢字 3 文字で答えなさい。

問 3    空所(3)に入れるべき最も適切な前置詞を答えなさい。

問 4    下線部(4)を「25 万(の)」という意味にするととき空所に入れるべき 1 単語を答えなさい。

問 5    下線部(5)の意味にあたる英単語を正確につづりなさい。

問 6    空所(6)に入れるべき最も適切な単語を答えなさい。

問 7    下線部(7)の意味にあたる英単語を 3 単語で正確につづりなさい。

問 8    空所(8)を「～を活用する」という意味になるよう 3 単語で埋めなさい。



[1]

One day, an American woman saw a Japanese traditional performance. At that time, she decided to make it her career. Why did she decide to do so? What is her message to Japanese young people?

“I want to be Japanese,” said the American woman at the start of the interview. Her stage name is Kyokudo Nanshun, and she is a <sup>(1)</sup>ジロ<sub>の</sub> kodan-shi. Kodan is a traditional style of Japanese storytelling. Kodan-shi recite Japanese historical episodes with dramatic, <sup>(2)</sup>リズム<sub>カルな</sub> chanting. They also tap a low desk with a leather-bound fan to show <sup>(3)</sup>強調 in the story.

At university in the US, Nanshun studied Japanese hard. After she graduated, she came to Japan as an English teacher. She enjoyed kimono, iaido, and traditional performing arts such as bunraku, noh, and rakugo. ( 4 ), she attended a kodan performance ( 5 ), and was moved quite deeply. At that time, she thought, “This is ( 6 )! I want to become a kodan-shi.” In 2013, <sup>(7)</sup> name / she / Kyokudo Nanshun / by / the / given / was ] her master Kyokudo Nanryo IV.

問 1 下線部(1)の意味にあたる英単語を正確につづりなさい。

[答] professional スペリング注意

問 2 下線部(2)の意味にあたる英単語を正確につづりなさい。

[答] rhythmic

問 3 下線部(3)の意味にあたる英単語を正確につづりなさい。

[答] emphasis

問 4 空所(4)を「ある日」という意味になるように2単語で埋めなさい。

[答] One day

問 5 空所(5)を「初めて」という意味になるように4単語で埋めなさい。

[答] for the first time

[2]

Nanshun discusses kodan in the interview.

Interviewer: <sup>(1)</sup> kodan / why / are / so / you / to / attracted ]?

Nanshun: There are several reasons. First, I admire the beautiful hand movements in kodan. <sup>(2)</sup> performance / first / a / time / I / the / saw ], the storyteller used very graceful gestures to express a blooming ( 3-a ). Next, I love the ( 3-b ) on the faces of kodan-shi. They can skillfully show the ( 3-c ) of a samurai or the ( 3-d ) of a demon. The audience can clearly imagine the kodan stories ( 4 ) all the characters are described so vividly. For me, kodan is a deeply creative world.

Interviewer: Wow! You are really attracted to the creativity of kodan.

Nanshun: Yes, but I love the kodan stories themselves ( 5 ). There are a great number of interesting characters in Japanese history. <sup>(6)</sup> so / expressed / they all / by / be / realistically / can ] kodan-shi. I'm a big fan of Sakamoto Ryoma and I really enjoy ( 7 ) stories about his dramatic life.

問 1 空所(1)を本文に合うように並び替えなさい。なお、先頭に来る単語も小文字で表されている。

[答] Why are you so attracted to kodan

問 2 空所(2)を本文に合うように並び替えなさい。なお、先頭に来る単語も小文字で表されている。

[答] The first time I saw a performance

問 3 空所(3-a)～(3-d)に入るべき単語を、それぞれ以下の語群の中から選びなさい。

( 3-a ): ( 3-b ): ( 3-c ): ( 3-d ):

【語群】 confidence / evilness / flower / flower / expressions

[答] 順に flower / expressions / confidence / evilness

問 6 空所(6)に入れるのに最も適切なものは次のうちどれか。[答] (c) it

(a) what (b) how (c) it (d) that

問 7 空所(7)を本文に合うように並び替えなさい。

[答] she was given the name Kyokudo Nanshun by

問 4 空所(4)に入れるのに最も適切なものは次のうちどれか。[答] (c) because

(a) so (b) that (c) because (d) so that

問 5 空所(5)に「～もまた」を意味する単語を2語でつづりなさい。

[答] as well

問 6 空所(6)を本文に合うように並び替えなさい。なお、先頭に来る単語も小文字で表されている。

[答] They all can be expressed so realistically by

問 7 空所(7)に入れるのに最も適切なものは次のうちどれか。[答] (c) telling

(a) saying (b) to say (c) telling (d) to tell

【3】

Interviewer: Are there any difficulties in performing *kodan*?

Nanshun: Of course. As an English speaker, there are various (1) **難題**. Some Japanese sounds like *rya/ryu/ryo* were especially difficult. I ( 2 ) *kodan* loudly in a karaoke box ( 3 ) I could master these sounds. Also, sometimes (4) old / it's / to / Japanese / hard / me / for / understand ]. One time, I couldn't express the nuance of *jiu-rin zen*. Even after I learned the meaning in English, (5) it was still very hard to deliver. So, I must learn more about Japan and the Japanese language.

Interviewer: That makes sense. (6) [ 日本人の聴衆のために演じることについてどう思いますか? ]

Nanshun: They are wonderful, but sometimes it is ( 7 ) to know their feelings. I usually need to make adjustments for each performance ( 8 ) their mood. If they are relaxed, I can perform freely. However, if they are a little ( 9 ), I have to work much harder to bring them into my world.

問 1 下線部(1)の意味にあたる英単語を正確につづきなさい。

**[答] challenges**      **various** の後ろは**複数形**

問 2 空所(2)に入れるのに最も適切なものは次のうちどれか。 **[答] (c) used to practice**  
(a) was used to practice                      (b) was used to practicing  
(c) used to practice                              (d) used to practicing

問 3 空所(3)に入れるのに最も適切なものは次のうちどれか。 **[答] (a) so that**  
(a) so that    (b) in order to    (c) though    (d) because

問 4 空所(4)を本文に合うように並び替えなさい。  
**[答] it's hard for me to understand old Japanese**

【4】

Interviewer: What's your next goal as a *kodan-shi*?

Nanshun: Well, I want to continue my work in *kodan* ( 1 ). Therefore, I got a ( 2 ) in Japan. Japanese history is ( 3 ) for me, but not for everyone else. So, I will continue to share the wonders of Japanese culture ( 4 ) performing *kodan*. I hope *kodan* will become much more popular (5) ( ) the country.

Interviewer: Do you have a message for Japanese high school students?

Nanshun: Yes, I do. (6) [ 夢を持つことを恐れないで ]. (7) [ succeed / you / or / whether / not ], your life will be enriched by challenging yourself. Sometimes others may disagree ( 8 ) you because (9) [ achieve / they / difficult / think / dreams / your / are / too / to ]. Ryoma once said, "(10) Even if people say negative things about me, I continue to believe in myself." I say these words to myself every day.

問 1 空所(1)に「長い間」を意味する単語を4語でつづきなさい。

**[答] for a long time**

問 2 空所(2)を「永住ビザ」という意味になるように3単語で埋めなさい。

**[答] permanent resident visa**

問 3 空所(3)に入れるのに最も適切なものは次のうちどれか。 **[答] (a) fascinating**  
(a) fascinating    (b) fascinated    (c) boring    (d) bored

問 4 空所(4)に入れるのに最も適切なものは次のうちどれか。 **[答] (d) by**  
(a) into    (b) with    (c) for    (d) by

問 5 下線部(5)を「日本中で」という意味になるように空所に1単語を埋めなさい。

**[答] throughout**

問 6 空所(6)の[ ]を本文の意味になるように英語6語で表しなさい。

**[答] Don't be afraid of having dreams**

問 5 下線部(5)の指示内容を日本語で答えなさい。

**[答] 威風凛凜(in-rin zen)のニョブンス**

問 6 空所(6)の[ ]を本文の意味になるように英語で表しなさい。

**[答] What do you think about performing for Japanese audiences?**

問 7 空所(7)に「難しい」を意味する単語を1語でつづきなさい。なお、頭文字はcとする。

**[答] challenging**

問 8 空所(8)に「～に従って」を意味する単語を2語でつづきなさい。

**[答] according to**

問 9 空所(9)に入れるのに最も適切なものは次のうちどれか。 **[答] (d) shy**

(a) shocked    (b) embarrassed    (c) sensible    (d) shy

問 7 空所(7)を本文に合うように並び替えなさい。ただし、文頭に来る単語も小文字で表されている。さらに、日本語に訳しなさい。

**[答] Whether you succeed or not**      「あなたが成功しようとしなかうと」

問 8 空所(8)に入れるべき単語を答えなさい。 **[答] with**

問 9 空所(9)を本文に合うように並び替えなさい。

**[答] they think your dreams are too difficult to achieve**

問 10 下線部(10)を日本語に訳しなさい。

**[答] たとえ人々が私について否定的なことを言ったとしても、私は自分(自身)を信じ続ける。**

【5】

Would you like to change people's behavior? Have you ever thought about improving your communities? There are some interesting ways to change people's behavior or improve our communities.

If we need to change people's behavior, what should we do? One common approach is ①[ that / sign / a / tells / do / to / what / people ]. However, ②as we know from experience, signs seem to work only sometimes. We need to find some new approaches.

For example, ③how can we get people to return file boxes properly on a shelf? Look at Picture 1. If a single line is drawn through the backs of the file boxes, ④[ to / will / put / people / where / know / them ]. ⑤[ away / making / put / how / toys / their / about / children ].? Well, place a basketball hoop above the toy box as you see in Picture 2. Then, children will want to toss their toys into the box.

These two examples are ( 6 ) ways to change people's behavior. ⑦[ behave / they / better / encourage / people / to ] willingly. Such approaches are called *shikake*, or triggers.

問 1 空所(1)を本文に合うように並び替えなさい。

[答] a sign that tells people what to do

問 2 下線部(2)を日本語に訳しなさい。

[答] 私たちが経験から知っている{ように / のだが}

問 3 下線部(3)を日本語に訳しなさい。

[答] 私たちは{どうやったら / どうしたら}人々に棚の上にきちんとファイルボックスを戻してもらえるだろうか。

※get O to do 「O に～してもらう」 properly 「きちんと・適切に」

問 4 空所(4)を本文に合うように並び替えなさい。

[答] people will know where to put them

問 5 空所(5)を本文に合うように並び替えなさい。ただし文頭に来る単語も小文字で表している。

[答] How about making children put away their toys

問 6 空所(6)を「間接的な」という意味になるように空所に 1 単語を埋めなさい。

[答] indirect

問 7 空所(7)を本文に合うように並び替えなさい。ただし文頭に来る単語も小文字で表している。

[答] They encourage people to behave better

【6】

Let's look at some other examples. ①[ of / we / instead / use / stairs / escalators / get / can / how / people / to ]? An ②実験 was done at a train station in Sweden. The stairs were designed like piano keys. As people climbed, they made piano-like sounds with their feet. The “Piano Stairs” ③実験 was very successful. ( 3-a ) people used stairs, and thus got ( 3-b ) exercise.

There is another trigger called “The World's Deepest Bin.” A trash bin had a sensor to make a long falling sound when people put trash in it. Many people wanted to hear ④it again, so they ⑤捨てた more trash. This special bin collected much more trash than a regular bin.

How can we create such effective triggers? ⑥Sometimes combining things in unique ways leads to new, flexible ideas. ⑦[ manner / act / different, / a / to / can / this / us / motivate / positive / in ].

問 1 空所(1)を本文に合うように並び替えなさい。ただし文頭に来る単語も小文字で表している。

[答] How can we get people to use stairs instead of escalators

問 2 下線部(2)の意味にあたる英単語を正確につづりなさい。

[答] experiment

問 3 空所(3-a) (3-b)に入れるべき単語をそれぞれ語群から選びなさい。選択肢は全て小文字で表されている。

(3-a): (3-b):

【語群】 more / fewer / less

[答] (3-a): More (3-b): more

問 4 下線部(4)itの指示内容を日本語で答えなさい。

[解答例] (人々が)ごみを捨てたときに聞こえる長い落下音

【7】

A flexible <sup>(1)</sup>視点・観点 is necessary when we ( 2 ) social problems. For instance, many children in South Africa once died ( 3 ) diseases. It was because they didn't wash their hands enough. To <sup>(4)</sup>regularly / to / children / wash / get / hands / their ], a toy was put inside each piece of soap. Children became ( 5 ) to wash their hands because they wanted to get the toy. The soap used in this successful program was called “Hope Soap.”

Let's look at another example. In 1995, more than a million volunteers went to help after the Great Hanshin-Awaji Earthquake. However, <sup>(6)</sup>skills / with / to / was / difficult / it / match / volunteers' / needs / victims' ]. Later, <sup>(7)</sup>dekimasu zekken was created to solve this problem. Volunteers wrote their skills on sheets of paper and put them on their backs. *Dekimasu zekken* still brings people together and promotes communication in disaster areas.

問 1 下線部(1)の意味にあたる英単語を正確につづきなさい。

**[答] perspective**

問 2 空所(2)を「～に対処する」という意味になるよう 2 単語で埋めなさい。

**[答] deal with**

問 3 空所(3)に入れるのに最も適切なものは次のうちどれか。 **[答] (c) from**

(a) by (b) with (c) from (d) in

問 4 空所(4)を本文に合うように並び替えなさい。

**[答] get children to wash their hands regularly**

問 5 空所(5)に入れるのに最も適切なものは次のうちどれか。 **[答] (b) eager**

(a) pleasant (b) eager (c) reluctant (d) related

問 6 空所(6)を本文に合うように並び替えなさい。

**[答] it was difficult to match volunteers' skills with victims' needs**

27

【8】

As we have seen, social problems can be solved with flexible approaches like tigers. This is called “social design,” and we can see it in <sup>(1)</sup>a ( ) of Japanese local communities.

Take as an example, Inakadate Village, a famous <sup>(2)</sup>rice-growing area in Aomori. ( 3 ) many years, it didn't have any special tourist spots. In 1993, villagers began to design rice fields as art. These beautiful fields now attract more than <sup>(4)</sup>a ( ) million visitors each year.

Here is another good example. Kumamoto Castle has been raising money for <sup>(5)</sup>修復 in an interesting way. Contributors can register their names ( 6 ) “castle lords.” Nearly <sup>(7)</sup>2億円 was collected for its reconstruction in the six months after the 2016 earthquakes.

If we want to change our communities for the better, then we need flexible approaches. Let's ( 8 ) social design to improve our own communities.

問 1 下線部(1)を「いくつかの～」という意味にするととき空所に入れるべき 1 単語を答えなさい。

**[答] number**

問 2 下線部(2)の意味を漢字 3 文字で答えなさい。

**[答] 稲作地**

問 3 空所(3)に入れるべき最も適切な前置詞を答えなさい。 **[答] For**

問 4 下線部(4)を「25 万(の)」という意味にするととき空所に入れるべき 1 単語を答えなさい。

**[答] quarter**

問 5 下線部(5)の意味にあたる英単語を正確につづきなさい。

**[答] renovations**

29

問 7 下線部(7)dekimasu zekken のもたらす効果を簡潔に日本語で答えなさい。

**[答] 被災地で人々(同士)を(一)体化し / 団結させ / 一つにし)コミュニケーションを(促す / 促進する) (という効果 / こと)。**

28

問 6 空所(6)に入れるべき最も適切な単語を答えなさい。 **[答] as**

問 7 下線部(7)の意味にあたる英単語を 3 単語で正確につづきなさい。

**[答] 200 million yen / two-hundred million yen ※million と yen に複数の s は不可。**

問 8 空所(8)を「～を活用する」という意味になるよう 3 単語で埋めなさい。

**[答] take advantage of**

30