

## 本書の特色

本書は、中高一貫カリキュラム用に編集・刊行されている主要な検定外教科書に対応できるように構成されたテキスト「PYXIS 英語 Vol.2」とカリキュラムが連動した読解力育成テキストです。文法事項を確認しながら読解問題を解くことで、読解力を身につけていくことを目標としています。

「PYXIS 英語 Vol.2」をご利用いただきながら、授業の演習用、宿題用などさまざまな用途に対応できるように構成されています。また、単体でも読解演習テキストとして授業用、家庭学習用、自習用としてご利用いただけます。

## 本書の構成

### ▶ 文法確認問題

各 LESSON で学ぶ文法の確認問題です。問題は易しいものから難しいものへと配列されていますので、どこまで理解できているかをきちんと把握することができます。

### ▶ 読解問題

各 LESSON で学ぶ文法を中心とした長文読解問題です。対話文、物語文、説明文、随筆などさまざまな種類の読解問題を取り入れています。各 LESSON とも種類の異なる読解問題を2題ずつ収録しています。2題とも難易度は同一に設定されています。

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# LESSON 1 時制

## 文法確認問題

① 次の( )に入る最も適当な語(句)をそれぞれ1つずつ選び、記号で答えなさい。

- (1) Mayumi ( ) her two dogs every day.  
 ア walk イ walks ウ is walking [ ]
- (2) ( ) you in Akihabara last Saturday?  
 ア Are イ Was ウ Were [ ]
- (3) Ken ( ) with his friends in the library now.  
 ア is studying イ was studying ウ are studying [ ]
- (4) I ( ) my homework late last night.  
 ア do イ was ウ did [ ]
- (5) My sister and I ( ) a volleyball game on TV then.  
 ア don't watch イ aren't watching ウ weren't watching [ ]
- (6) Mr. Smith ( ) for Canada tomorrow morning.  
 ア is leaving イ was leaving ウ is going to [ ]

② 次の文を、[ ]内の指示に従って書きかえなさい。

- (1) Bob won the first prize in the contest. [否定文に]  
 .....
- (2) They were looking for a post office then. [下線部を now にかえて現在進行形の疑問文に]  
 .....
- (3) She's going to climb Mt. Fuji this summer. [下線部が答えの中心となる疑問文に]  
 .....
- (4) I'll fly to London tomorrow. [下線部を at this time tomorrow にかえて未来進行形の文に]  
 .....

③ 次の対話文が完成するように、.....に適する語を書きなさい。

- (1) A: Does Yuki play the violin?  
 B: ....., she ..... But she ..... the flute.
- (2) A: ..... you two hours ago?  
 B: I ..... in the school gym.
- (3) A: ..... he buy a watch yesterday?  
 B: Yes, he ..... He ..... a camera, too.
- (4) A: ..... your brothers ..... now?  
 B: ..... listening to country music in the living room.
- (5) A: ..... your mother cook vegetable soup for dinner tomorrow?  
 B: No, ..... cook vegetable curry rice.

④ 次の日本語に合う英文になるように、.....に適する語を書きなさい。

□(1) わたしたちのクラスには生徒が40人います。

..... forty ..... in our class.

□(2) あしたは寒くないでしょう。

It ..... cold tomorrow.

□(3) あなたはどうやって空港へ行きましたか。

..... you ..... to the airport?

□(4) 健太はいつか、オーストラリアのおじさんを訪ねるつもりです。

Kenta ..... visit his uncle in Australia someday.

□(5) あなたはそのとき、レストランで何を食べていましたか。

..... you ..... at the restaurant then?

□(6) わたしたちは来週、これらの部屋を掃除することになるでしょう。

We ..... these rooms next week.

⑤ 次の日本語に合う英文になるように、( )内の語句を並べかえなさい。ただし、それぞれ1つずつ不要なものがあります。

□(1) わたしを病院に連れて行ってくれませんか。

( me / the hospital / take / will / to / do / you )?

.....

□(2) あなたの弟さんは今、どこでサッカーをしていますか。

( was / now / is / playing / where / soccer / your brother )?

.....

□(3) ボブはサッカーチームのキャプテンにならないつもりです。

( to / of / team / going / Bob / captain / the soccer / is / be / not / will ).

.....

□(4) 来年の今ごろ、わたしは何をしているでしょうか。

( this time / be / at / I / what / do / next / doing / will ) year?

.....

⑥ 次の日本語を英語に直しなさい。

□(1) その箱の中には何がありますか。

.....

□(2) 5年前、あの小さい家にはだれが住んでいましたか。

.....

□(3) その島では多くの人々が死にかけています。

.....

□(4) わたしの妹は来年、12歳になります。

.....



**1** 新任の外国人教師のホワイト先生(Mr. White)が、生徒の博(Hiroshi)と哲史(Tetsushi)と休み時間に話をしています。これを読んで、あとの問いに答えなさい。

*Hiroshi* : Mr. White, please tell us about your junior high school days.

*Mr. White* : OK. I <sup>a</sup> ( go ) to a junior high school in Seattle. I wasn't a very good student, but I had some good friends.

*Hiroshi* : You said, "I wasn't a very good student." What do you mean?

*Mr. White* : I didn't study very hard. I \*was good at English and PE, but I was not good at math, science, art, and so on. 5

*Tetsushi* : Did you do any sports in junior high school?

*Mr. White* : I was a member of the school basketball team. My school had a basketball team, a football team, and a baseball team. I was looking for a team to \*join. Then, one of my friends <sup>b</sup> ( say ), "Let's join the basketball team." I decided to join the team. The \*training was very hard but fun. So I didn't want to leave the team. How about you, Hiroshi, Tetsushi? Do you play any sports? 10

*Hiroshi* : I am a member of the soccer team in my \*neighborhood. At first, I belonged to this school soccer team. The \*coach trained us on Mondays, Wednesdays, Thursdays, and Saturdays. But <sup>1</sup> the training was too hard for me. I had no time to do my homework. So I <sup>c</sup> ( leave ) the team, and joined the new soccer team in my neighborhood. <sup>2</sup> The training of the team is not as hard as that of my junior high school. Now I can have time to play soccer and time to study. 15 20

*Tetsushi* : I am a member of this school basketball team.

*Mr. White* : Are you? When do you get the training?

*Tetsushi* : After school.

*Mr. White* : I mean, what day do you get the training?

*Tetsushi* : On Monday, Tuesday, and Friday. 25

*Mr. White* : Is the school basketball team strong?

*Tetsushi* : \*So so. It is the second strongest team. Nishi Junior High School team is the strongest in this neighborhood.

*Hiroshi* : <sup>3</sup> This school basketball team ( a / of / has / good / lot / players ). Tetsushi is one of them. 30

*Tetsushi* : Not really.

*Hiroshi* : You always say that. Mr. White, he always <sup>d</sup> ( say ), "Not really," but he made twenty \*shots to win the last game.

*Tetsushi* : I was just \*lucky.

- Mr. White : I want to see your \*skills, Tetsushi. I come to school on Tuesday. So I  
 (e) (go) and see your skills in the gym. All right?  
 Tetsushi : OK. (4) I'll be playing a game at this time next Tuesday.  
 Hiroshi : I'll take you to the gym, Mr. White.  
 Mr. White : Thank you, Hiroshi. See you next Tuesday, Hiroshi, Tetsushi!

【語句】 be good at ~ ~が得意である join 入る, 加わる training トレーニング, 練習  
 neighborhood 近所 coach コーチ so so まあまあ shot シュート  
 lucky 幸運な skill 腕前, 技量

□(1) 下線部①~④の( )内の動詞を適当な形に直しなさい。ただし, 2語になる場合もあります。

- ① ..... □② ..... □③ .....  
 □④ ..... □⑤ .....

□(2) 下線部①, ④の英文を日本語に直しなさい。

- ① ( )  
 □④ ( )

□(3) 下線部②を次の形で表すとき, .....に適する語を書きなさい。

The training of Hiroshi's junior high school soccer team is .....  
 the training of the soccer team in his neighborhood.

□(4) 下線部③の( )内の語を並べかえて, 意味の通る英文を作りなさい。

.....

□(5) 次の英文の中から本文の内容に合っているものを2つ選び, 記号で答えなさい。

[ ] [ ]

- ア Mr. White said about his junior high school days, "I was not a good student."  
 イ Mr. White was good at English, and he was not good at PE.  
 ウ Mr. White liked baseball but he joined the basketball team.  
 エ Mr. White wanted to leave the basketball team but he couldn't.  
 オ Hiroshi is not a member of the soccer team in his neighborhood.  
 カ Tetsushi gets the training from the basketball coach after school on Monday,  
 Tuesday, and Friday.  
 キ Tetsushi's school team is stronger than Nishi Junior High school.  
 ク Tetsushi is going to take Mr. White to the gym.



**2** 次の英文を読んで、あとの問いに答えなさい。

\*Potato chips are Americans' favorite snack food. A \*chef in \*New England made the first potato chips out of French fries. The \*fried potatoes were popular in France in the 1700s. The fried potatoes were thick in those days.

By the way, ( ① ) you know Thomas Jefferson? Later he became \*President of the United States. ② He visited France ① for a while ② and enjoys French fries ③ very much there. He came back to America, and he gave some to his guests. They also enjoyed the fried potatoes. French fries became popular in America, too.

In the summer of 1853 George Crum was ④ as a chef at a \*high-class restaurant in \*Saratoga Springs, New York. He cooked French fries there \*day after day. One night, a customer ⑤ at the table. He saw the fried potatoes and said, "Those French fries are too ( ③ ). I can't eat them." He didn't try to eat them. Then Crum made \*thinner ones. The customer still didn't try to eat them. At last Crum got angry and ⑥ potatoes again and again. They became very thin. The customer was not able to eat them with a \*fork. This time the customer enjoyed the very thin fried potatoes. Other customers wanted those fried potatoes, too. People gave the name, Saratoga Chips, to the fried potatoes. The food became a special one at the restaurant. At last Crum opened his own restaurant. His restaurant ⑦ famous for the Chips. Soon ⑧ they put ⑨ them in bags and sold ⑩ them in that \*area. Then ⑪ they became popular all around New England.

At that time people couldn't \*peel off potatoes well. They couldn't cut them very thin by hand, either. In the 1920s a man \*invented a machine. After that people didn't have to do ⑫ those jobs by hand \*any more. So they could make potato chips very easily and sell them \*all over in America. Today Americans ⑬ the most potato chips in the world.

- 語句** potato chips ポテトチップス chef 料理長 New England ニューイングランド〔地名〕  
 fried potatoes フライドポテト president 大統領 high-class 高級な  
 Saratoga Springs サラトガスプリングス〔地名〕 day after day くる日もくる日も  
 thin 細い, 薄い fork フォーク area 地域 peel off ~ ~の皮をむく  
 invent 発明する any more (否定文で)もはや all over ~ ~の至るところで

□(1) ( ① )に入る最も適当な語を、ア～エの中から1つ選び、記号で答えなさい。 [ ]

ア do イ does ウ are エ will

□(2) 下線部②のア～エのうち、誤りを含んでいるものが1つあります。それを記号で選び、正しく書き直しなさい。

[ ] .....

□(3) [a]～[e]に入る語を下からそれぞれ選び、必要に応じて適当な形に直しなさい。ただし、同じ語は1度しか使えません。

□a ..... □b ..... □c .....

□d ..... □e .....

eat become work cut sit

□(4) ( ③ )に入る最も適当な1語を、本文中から抜き出しなさい。 .....

□(5) 下線部④～⑦の they や them はそれぞれ何を指していますか。ア～キの中から選び、記号で答えなさい。ただし、同じ記号を何度使用してもかまいません。

□④ [ ] □⑤ [ ] □⑥ [ ] □⑦ [ ]

ア Crum と彼のレストランで働く人たち

イ レストランに来た客たち

ウ New England に住む人々

エ Crum の所有するレストラン

オ 料理される前のジャガイモ

カ 薄く切られた Chips

キ 薄く切られ、袋に入れられた Chips

□(6) 下線部⑧は、具体的にはどのような仕事ですか。日本語で説明しなさい。

( )

□(7) 次の文が、本文の内容に合っていれば○で、合っていなければ×で答えなさい。

□① Thomas Jefferson はアメリカで、自分のゲストに fried potatoes をふるまいました。

[ ]

□② Saratoga Chips と Thomas Jefferson がフランスで食べた French fries は、作り方が同じ料理でした。

[ ]

□③ Saratoga Chips ができるきっかけになったのは、1人の客からの苦情でした。

[ ]

□④ Saratoga Chips は、袋に入れられ、いつでもどこでも食べられるので、人気になりました。

[ ]

## LESSON 2 接続詞

### 文法確認問題

① 次の( )に入る最も適当な語をそれぞれ1つずつ選び、記号で答えなさい。

- (1) Why will you go to France? — ( ) I want to study art there.  
 ア Because イ Until ウ After ( )
- (2) Either Judy ( ) Linda told a lie.  
 ア and イ but ウ or ( )
- (3) I don't want to go to the hospital, ( ) I must go there.  
 ア and イ but ウ so ( )
- (4) I'm going to wait ( ) he calls me.  
 ア while イ before ウ until ( )
- (5) Don't eat too much cake, ( ) you won't be able to eat dinner.  
 ア and イ or ウ so ( )
- (6) ( ) the woman is rich, she isn't very happy.  
 ア Though イ Because ウ If ( )

② 次の日本語に合う英文になるように、.....に適する語を書きなさい。

- (1) ロンドンに住んでいる間に、彼女は英国人と結婚しました。  
 She married an Englishman ..... she ..... in London.
- (2) もし雨だったら、わたしは家にいるつもりです。  
 ..... it ..... rainy, I ..... stay at home.
- (3) わたしの祖父は「時は金なり」と言いました。  
 My grandfather ..... time ..... money.
- (4) この前の土曜日、純子もわたしもお台場にいました。  
 ..... Junko ..... I ..... in Odaiba last Saturday.
- (5) わたしは、日本チームはその試合に勝たないと思います。  
 ..... the Japanese team will win the game.

③ 次の英文を日本語に直しなさい。

- (1) She came home at noon because she felt sick.  
 ( )
- (2) I'm afraid that a big earthquake will happen soon.  
 ( )
- (3) Go to bed earlier, and you can get up earlier.  
 ( )
- (4) I thought I could do the work in a week.  
 ( )



④ 次の各組の文がほぼ同じ内容になるように、.....に適する語を書きなさい。

□(1)① Bill took a shower before he had dinner.

② Bill had dinner ..... he took a shower.

□(2)① Hanako will be able to speak English because she studies it hard.

② Hanako studies English hard, ..... she will be able to speak it.

□(3)① He is twenty years old, but he looks a little older.

② ..... he is twenty years old, he looks a little older.

□(4)① I'm sorry to say goodbye to you.

② I'm sorry ..... have to say goodbye to you.

□(5)① Hurry up, or you won't catch the last train.

② ..... hurry up, you won't catch the last train.

⑤ 次の日本語に合う英文になるように、( )内の語句を並べかえなさい。

□(1) わたしが帰宅したとき、父は新聞を読んでいた。

( was / I / a newspaper / home / my father / when / came / reading / , ) .

.....

□(2) わたしはあなたがアメリカで成功することを願っています。

( that / I / will / America / successful / you / in / hope / be ) .

.....

□(3) その男は警官を見るとすぐに逃げ出しました。

( soon / away / the police officer / he / the man / ran / as / as / saw ) .

.....

□(4) あなたは、将来について話したことを覚えていますか。

( about / do / remember / future / talked / the / we / you ) ?

.....

□(5) きょうは寒いので、浜辺には人がいないと思います。

( are / the beach / cold / don't / there / it's / on / think / people / because / I / any ) today.

.....

⑥ 次の日本語を英語に直しなさい。

□(1) 食べる前に手を洗いなさい。

.....

□(2) あなたは肉か魚のどちらかを選ぶことができます。

.....

□(3) 彼は自分が日本でいちばん優れたピアニストだと確信しています。

.....

□(4) わたしの娘が試験に合格したら、わたしは彼女に新しいかばんを買うつもりです。

.....



1 次の会話文を読んで、あとの問いに答えなさい。

Tom is on a bus. The \*conductor is coming toward him.

Conductor : \*Fares, please. Any more fares?

Tom : Green Road, please.

Conductor : Green Road? Fifty \*pence, please.

Tom : Here you are. ① Will you tell me when we get there, please?

Conductor : You'll see it if you aren't sleeping. It's only a few stops from here.  
Here's your ticket.

Old man : I'll tell you when we get there, young man. It's my stop, too.

Tom : Thank you. You are very kind.

Old man : You're welcome. These young bus conductors won't help you \*even if you  
ask. It was different when I was young.

Tom : Yes, I believe it was.

Old man : And these young bus drivers are bad, too. ② This one will kill us if he  
doesn't drive more slowly! There were no bad drivers like him when I was  
young.

Tom : Yes. I think he is driving a little fast.

Old man : Look. Do you see those \*traffic lights? We'll turn right when we get to  
them. ③ (do / get / there / want / off / why / to / you)?

Tom : I want to go to the new college.

Old man : Oh? You'll never find the college if you go \*alone. ④ I'll take you to the  
place if you carry one of my bags for me.

Tom : Well ... thank you, but I don't think that I should ask you for such a help.  
I'm sure I can find it.

Old man : Don't worry. I have to go around there anyway. We're almost there  
now. Now I'll carry this small bag if you take that big one. ⑤ Hurry up,  
or we'll miss the stop!

Tom : It's ... very heavy.

Old man : In fact, I can easily take you to the college if you take both bags. Then  
both of my hands will be free.

Tom : I ... I ....

Old man : Oh, don't thank me. I'm glad I can help a young man like you!

【語句】 conductor 車掌 fare 運賃 pence ペンス〔英国の通貨単位 penny の複数形〕

even if たとえ〜でも traffic lights 交通信号灯 alone ひとりで

- (1) 下線部①の英文を日本語に直しなさい。  
( )
- (2) 下線部②の英文を one の表す内容を明らかにして日本語に直しなさい。  
( )
- (3) 下線部③の( )内の語を並べかえて、意味の通る英文を作りなさい。  
.....
- (4) 下線部④の英文を日本語に直しなさい。  
( )
- (5) 下線部⑤を次の形で表すとき, ..... に適する語を書きなさい。  
If we ..... hurry up, we'll miss the stop!
- (6) 次の英文の中から本文の内容に合っているものを4つ選び, 記号で答えなさい。  
[ ] [ ] [ ] [ ]
- ア Tom bought his bus ticket before he got on the bus.  
イ The conductor said to Tom, "I'll tell you when you get to Green Road."  
ウ The old man and Tom were going to get off at Green Road.  
エ The old man wanted to say, "The bus conductors in England are kind these days."  
オ The old man wanted to say, "The bus drivers drove more safely when I was young."  
カ The old man said that Tom would find the college easily.  
キ The old man had two bags with him.  
ク Tom thought he needed the old man's help to find the college.  
ケ Tom will have to carry the old man's heavy bag.



**2** 次の英文を読んで、あとの問いに答えなさい。

Do you know about \*service dogs? The dogs help \*disabled people in many ways. Service dogs can understand more than forty orders from their \*master. For example, they can bring the newspaper, carry bags, open a door, push elevator \*buttons, \*switch lights on and off, open the refrigerator and take out a can of juice. Service dogs are hands and feet for their masters, and they are also their good friends. Or, in some \*cases, they are more than good friends.

A young boy lived in a small town in America. His name was \*Tim. ( ㉑ ) he was a small boy, he \*lost control of his legs ( ㉒ ) he \*met with a car accident. After that he had to use a wheelchair to move. He felt very sad ( ㉓ ) he could not play outside with his friends. ( ㉔ ) his parents bought a service dog for him. Its name was Byron. Tim loved Byron very much. ① And Byron understood it.

One Saturday afternoon, ② when Tim was \*reaching for a book on the bed, he fell from his wheelchair. His parents were not at home and there was nobody around him. ③ Tim cried out for help but nobody came. But Byron was there. So Tim said to Byron, “Bring the phone to me.” Byron brought it to him and he called one of his friends for help. Tim thought that Byron ④ ( will ) be more than a good friend.

Service dogs must receive hard \*training because ⑤ their master may die without their \*support. ⑥ The training \*takes many years, ( they / usually / it / so / begins / when ) are \*puppies. Service dog \*trainers say, “Hard training is important but there is a more important thing. There should be \*reliance between a service dog and his master. ( ㉕ ) there is no reliance between them, a service dog may not \*obey his master’s orders.”

**語句** service dog 介助犬 disabled 体の不自由な master 主人 button 押しボタン  
 switch ～ on[off] ～のスイッチを入れる[切る] case 場合 Tim ティム〔人名〕  
 lose control of ～ ～を制御できなくなる meet with ～ ～に遭遇する  
 reach for ～ ～を取ろうと手を伸ばす training 訓練 support 援助  
 take (時間)がかかる puppy 子犬 trainer 訓練者, トレーナー reliance 信頼  
 obey 従う

□(1) ( a )～( e )に入る最も適当な語を，ア～オの中からそれぞれ選び，記号で答えなさい。ただし，同じ語は1度しか使えません。また，文頭にくる語も小文字で示しています。

□a [     ]    □b [     ]    □c [     ]    □d [     ]    □e [     ]  
 ア when    イ so    ウ if    エ because    オ that

□(2) 下線部①を次の形で表すとき，.....に適する語を書きなさい。

And Byron understood ..... his master ..... very much.

□(3) 下線部②の英文を日本語に直しなさい。

( ..... )

□(4) 下線部③，⑤を次の形で表すとき，.....に適する語を書きなさい。

□③ ..... Tim cried out for help, nobody came.

□⑤ their master may die ..... he doesn't have their support

□(5) 下線部④の(     )内の語を適当な形に直しなさい。

.....

□(6) 下線部⑥の(     )内の語句を並べかえて，意味の通る英文を作りなさい。

.....

□(7) 次の英文の中から本文の内容に合っているものを1つ選び，記号で答えなさい。 [     ]

ア When Tim fell from his wheelchair, Byron called a friend of Tim's for help.

イ Byron was just a good friend for Tim.

ウ Training of service dogs is not as important as reliance between service dogs and their masters.

エ If masters often play with their service dogs, their reliance will become great.