

I 放送を聞いて、聞き取りテスト1, 2, 3の問題に答えなさい。

聞き取りテスト1 解答用紙を見て、空欄に聞き取った英語を書き入れなさい。

聞き取りテスト2 質問に対する答えとして適切なものをア～エからそれぞれ1つ選んで、その符号を解答欄に書きなさい。

No. 1

ア



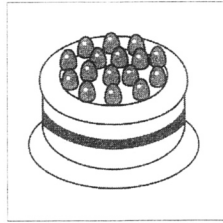
イ



ウ



エ



No. 2

- ア She will eat lunch at the restaurant.
- イ She will go to the library to find some books.
- ウ She will make a speech in English class.
- エ She will help Paul with his homework.

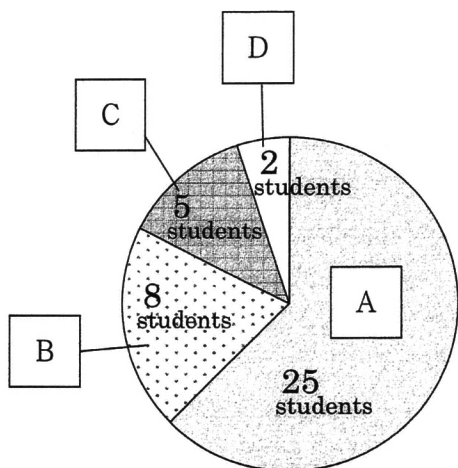
No. 3

- ア At eight thirty.
- イ At nine o'clock.
- ウ At ten o'clock.
- エ At eleven thirty.

No. 4

- ア Because he wanted Satomi to teach his mother how to cook Japanese food.
- イ Because he wanted his mother to cook Japanese food for the members.
- ウ Because he wanted the members to cook Japanese food with his mother.
- エ Because he wanted the members to teach him how to cook Japanese food.

聞き取りテスト3 A～Dに入る適切なものをア～エからそれぞれ1つ選んで、その符号を解答欄に書きなさい。



- ア Train
- イ Bus
- ウ Bike
- エ Walk

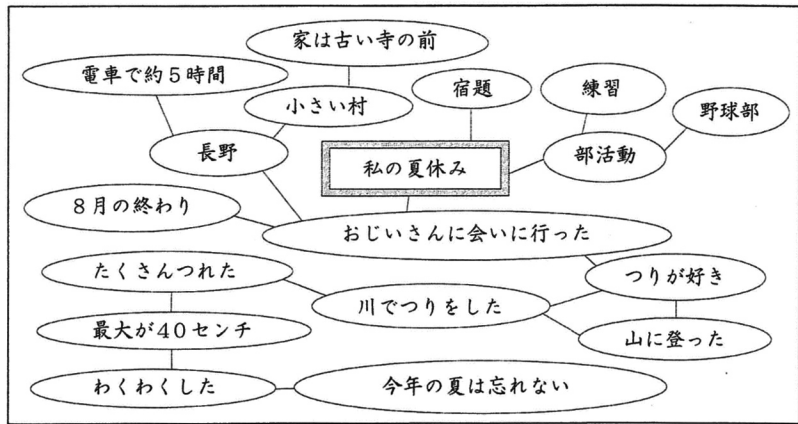
II たつやさんは、「私の夏休み」というテーマで思いつくことを日本語で書き出し、それをもとに英語で作文を書きました。次の英文の ① ~ ⑤ にそれぞれ適切な英語 1 語を入れなさい。

At the end of August, I went to see my grandfather in Nagano. It took about five ① by train. He lives in a small village. His house is in ② of an old temple.

He likes fishing, so during my stay, we climbed a ③ and fished in a ④. He taught me how to fish and we

got a lot of fish. The biggest fish I got was forty centimeters! I was very excited and he looked happy. I will never ⑤ this summer.

(注) take ~がかかる fish つりをする climb 登る centimeter(s) センチメートル



III 次の英文は、グアム島にあるホテルの支配人から学校に届いた手紙です。これを読んで、あとの①~④の質問に対する答えを、解答欄の ( ) にそれぞれ適切な英語 1 語を入れて完成させなさい。

September 5, 2013

Dear students,

Thank you very much for staying at our hotel in June. You were in Guam only for three days, but I hope you had a good time during the school trip.

On the last day, you cleaned the beach near our hotel. At first, I thought you did not want to do it. But when I saw you on the beach, you were enjoying the work. That surprised me.

"Who made the plan to clean?" I asked one of your teachers. "The students did," he answered. Later some of you told me about Japanese schools. You clean your school every day. You sometimes clean your town, too.

Thank you very much for cleaning the beach. I was very impressed. We now clean the beach every month and wear our special hats for the work. If you come next year, I will give you the special hats. I hope to see you again.

Best wishes,

*Steve Brown*  
Manager

(注) Guam グアム島 beach ビーチ plan 計画 impressed 感動して

Best wishes, 手紙の結びの言葉 manager 支配人

- ① How long did the students stay in Guam?
- ② Why was the manager surprised when he saw the students on the beach?
- ③ What did the manager hear from the teacher?
- ④ What will the manager do if the students go to Guam next year?

IV 次の文は、高校で農業を学んでいるゆりえさんが、県の英語スピーチ大会で発表した英文です。これを読んで、あとの問いに答えなさい。

I study how to grow vegetables at high school. Growing them is not easy, but I feel happy when they become big. We love our vegetables very much, so we want many people to eat them. We talked about things we could do. One of my classmates, Kumi, said, "How about school lunch? Our vegetables can be used to make lunch for children." We all liked the idea but did not know . So we asked our teacher. He said, "Do you know about 'town meetings'? You can tell your idea to our mayor. He wants to have new ideas for this town." We all thought we should do it.

Kumi and I went to the meeting. At the meeting, there were about fifty people but we were the only students. I told the mayor about our idea. He liked it very much. A month later, we heard the news. Some elementary schools in the town were going to use our vegetables for their school lunch. We were very excited.

We visited one of the elementary schools and joined a second year class. First, we showed them our vegetables. One of the boys said, "The shape of this cucumber is strange!" "" I said. So he ate it and said, "This is so good!" Many other children tried and got excited. I said to them, "Fresh vegetables taste different. We got them this morning at our school before we came here." Then we told them how to grow vegetables by showing some pictures. We also said we had to take care of the vegetables every day, even during vacations.

Then we ate lunch with the children. It was nice to see our vegetables in the food. It was also nice to see the children enjoying them. But I saw one girl who did not look happy. Her name was Maki. I asked her, "Are you all right?" She answered, "Yes, I am." But she still did not look happy. I said nothing more. After lunch, Maki came to me and said, "I don't like vegetables, but I tried to eat everything because I learned you worked so hard to grow them." Then she smiled and said, "I ate all of them and they tasted good! Now I think I can eat more." Her words made me very happy.

I learned from the children that our vegetables can make people happy. And I have  to grow vegetables in the future as a job. I want the people of my town to enjoy my vegetables when they are fresh. I will try to meet them and show how I grow vegetables. They will feel safe when they eat my vegetables. I also want people living in other places to eat my vegetables. I will visit other towns and ask people to try my vegetables. Even people living far away can buy my fresh vegetables on the Internet. If they like my vegetables, they will remember my town's name. Then more people will visit my town. That means my vegetables will bring people to my town. I believe I can work for my town by growing vegetables.

(注) grow 育てる vegetable(s) 野菜 mayor 市長 elementary school(s) 小学校

shape 形 cucumber キュウリ strange 変わった fresh 新鮮な taste 味がする

safe 安全な

- 1 文中の  ,  に入る適切なものを次のア～エからそれぞれ1つ選んで、その符号を書きなさい。

- ア how to cook it
- イ why we liked it
- ウ what to do about it
- エ where we could eat it

- ア Why don't you try it?
- イ Will you show it to everyone?
- ウ Why do you think so?
- エ What does it look like?

- 2 下線部に関して、it が表す内容として適切なものを次のア～エから1つ選んで、その符号を書きなさい。

- ア to ask their teacher to make school lunch with their vegetables
- イ to ask their teacher to go to the town meeting
- ウ to ask the mayor to eat their vegetables
- エ to ask the mayor to use their vegetables for school lunch

- 3 文中の  に入る適切なものを次のア～エから1つ選んで、その符号を書きなさい。

- ア asked      イ decided      ウ started      エ kept

- 4 本文の内容に合うように、次の  ,  に入る適切なものをあとのア～エからそれぞれ1つ選んで、その符号を書き、(1), (2)の英文を完成させなさい。

(1) At the elementary school, the high school students .

- ア showed the vegetables they got at their high school that morning
- イ found many children did not want to eat their vegetables
- ウ tried to tell the children about the beautiful colors of fresh vegetables
- エ wanted the children to know growing vegetables is not difficult

(2) At lunch, Maki ate the vegetables because .

- ア she liked the strange shapes of the vegetables
- イ she thought the high school students were watching her
- ウ she found all the other children ate all of their lunch
- エ she understood the high school students worked hard to grow them

- 5 本文の内容に合うものを次のア～カから2つ選んで、その符号を書きなさい。

- ア It was Kumi's idea to go to a town meeting and tell the mayor about school lunch.
- イ The town meeting Yurie and Kumi joined was only for students.
- ウ Yurie was happy because Maki felt she could eat more vegetables than before.
- エ Yurie wants to show the people of her town how to cook her vegetables well.
- オ Yurie thinks people living in other towns cannot eat her fresh vegetables.
- カ Yurie wants a lot of people to know about her town through her vegetables.

V 高校生のみほさんとけんたさんは、オーストラリアにいるジョンさんとメアリーさんと授業でテレビ会議をしています。次の英文を読んで、あとの問いに答えなさい。

*Miho*: A girl made a speech in the United Nations last week. She is only sixteen years old. She said, "One child, one teacher, one book and one pen can change the world." These words moved me a lot. Did you listen to her speech?

*John*: Yes, I did. It was popular in Australia, too. She believes education is important.  ア So she thinks every child in the world should learn at school.

*Miho*: That's right. There are many children who have never learned at school because of war or poverty. We must think about this problem.

*Mary*: When we are studying at school, those children are working for their family. When we are enjoying computer games, they are looking for food to live.  イ I think we should do something for them.

*Kenta*: I don't think we can help the children living in foreign countries. It's not easy.

*Mary*: That's not true. We can do it. For example, to help people in foreign countries, we sometimes make the food of their countries and sell it at school.

*John*: That can make people interested in those countries. Then we send the money to them. When Japan had an earthquake, we did it to help people in Japan.  ウ

*Kenta*: Oh! Thank you very much. I remember we had a lot of help from many countries. With that help, we never gave up. Now .

*Mary*: I'm glad to hear that, Kenta. Then what shall we do for the children who can't go to school? Sending money is one way to help them, but we can think of some other ways, too.

*Miho*: I know some Japanese high school students sent some books and pens to them.

*Mary*: I think we should study first how we can solve the problem.

*John*: You are right. We can use the Internet or books. We can also visit specialists to learn more about the problem.  エ Next time, let's talk about the things we learn. Every child has the right to learn. I hope everyone can go to school.

*Kenta*: I hope so, too. Education can open a door to the future. I don't want the children to give up learning. Let's start with the small things we can do. Then we can change the world.

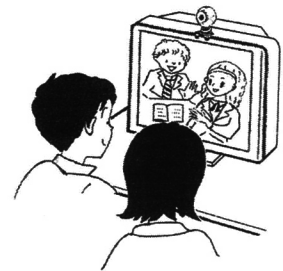
(注) the United Nations 国際連合 education 教育 because of ~ ~が原因で poverty 貧困  
earthquake 地震 solve 解決する specialist(s) 専門家

1 次の英文が入る適切な場所を文中の  ア ~  エ から1つ選んで、その符号を書きなさい。

But in such a poor environment, they are still trying hard to go to school.

2 下線部の内容として適切なものを次のア~エから1つ選んで、その符号を書きなさい。

- ア talking with people in other countries
- イ going to other countries to help people
- ウ making and selling the food of other countries
- エ collecting and sending money to other countries



3 文中の  に入る適切なものを次のア～エから1つ選んで、その符号を書きなさい。

- ア it is getting more difficult to help people in other countries
- イ people in other countries need to help Japanese people more
- ウ people in other countries should learn more about Japan
- エ we should do something for people in other countries

4 本文の内容に合うものを次のア～エから1つ選んで、その符号を書きなさい。

- ア Miho was very moved by the speech made by a girl in the United Nations.
- イ Mary decided to send money to the children who can't learn at school.
- ウ John will visit specialists to learn how to use the Internet to study the problem.
- エ Kenta thanks John and Mary because they sent some books and pens to Japan.

5 けんたさんが、テレビ会議で話し合った内容をクラスで発表しています。次の英文の  ① ,  ② に入る適切な英語を、本文中からそれぞれ1語ずつ抜き出して書きなさい。

In the world, there are many children who can't learn at school. This is a big  ① we have to solve. At first, I thought it was difficult to help those children. But after talking with other members, I found there are some ways to help them. Learning is very  ② to every child, so I don't want them to give up. We will start with the small things we can do for them.

VI 中学2年生のけいこさんは、校内に掲示されている「数学・理科甲子園ジュニア」のポスターを見ながら、ALT（外国語指導助手）のスミス先生と話をしています。下線部①～④について、それぞれあとのア～カの語句を並べかえて（ ）に入れ、会話文を完成させなさい。解答欄には、（ A ）～（ H ）に入る語句の符号を書きなさい。

Mr. Smith: Hi, Keiko. What are you looking at?

Keiko: Hi, Mr. Smith. It's about a science and math contest.  
My teacher ① ( ) ( A ) ( ) ( ) ( B ) ( ) knows I like science. I think I will enter the contest.

Mr. Smith: Will you tell me more about the contest?

Keiko: Sure. Junior high school students ② ( ) ( C ) ( ) ( ) ( D ) ( ) the contest.

Mr. Smith: Oh, really? If you like science, you should try.

Keiko: Yes. To enter the contest, I have to make a team of three students. The questions ③ ( ) ( E ) ( ) ( ) ( F ) ( ).

Mr. Smith: That means you can help each other. How will you ④ ( ) ( G ) ( ) ( ) ( H ) ( )?

Keiko: Well, I will ask some of my friends. I think Misaki and Shota will go with me.

Mr. Smith: Do your best!

(注) contest 大会 enter 申し込む do one's best 全力をつくす

数学・理科好きの中学生 集まれ！  
**数学・理科甲子園ジュニア**  
県内の中学生が、数学・理科における競技で科学の知識やその活用力を競い合います。  
■期日 ○月△日  
■会場 □□大学▽▽キャンパス  
■日程 午前：予選（筆記競技）  
午後：決勝（実技競技）  
■競技方法 チーム対抗戦  
1チーム3名で問題に挑みます。

- ① ア he    イ me    ウ to    エ try    オ told    カ because
- ② ア in    イ who    ウ are    エ join    オ interested    カ science and math
- ③ ア a    イ be    ウ as    エ must    オ team    カ answered
- ④ ア to    イ you    ウ find    エ help    オ other    カ students