

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

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14 ア
15	16	17	18	19 イ	20	21 ウ
22	23	24	25	26 エ	27	28
29	30	31				

No. 2

- ア He will see his sister and her baby at home.
- イ He will play in a basketball game.
- ウ He will go to buy new basketball shoes.
- エ He will visit his sister's house to see her baby.

No. 3

- ア Because he wants her to help him with his homework.
- イ Because he wants her to find a book for him.
- ウ Because he wants to say he cannot meet her today.
- エ Because he wants to change the time to meet her.

No. 4

- ア She will decide what he will talk about.
- イ She will write the speech for him.
- ウ She will tell him how to make his speech better.
- エ She will talk to him about her best friend.

聞き取りテスト3 A～Cの教室の位置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。

- A science room
- B music room
- C computer room

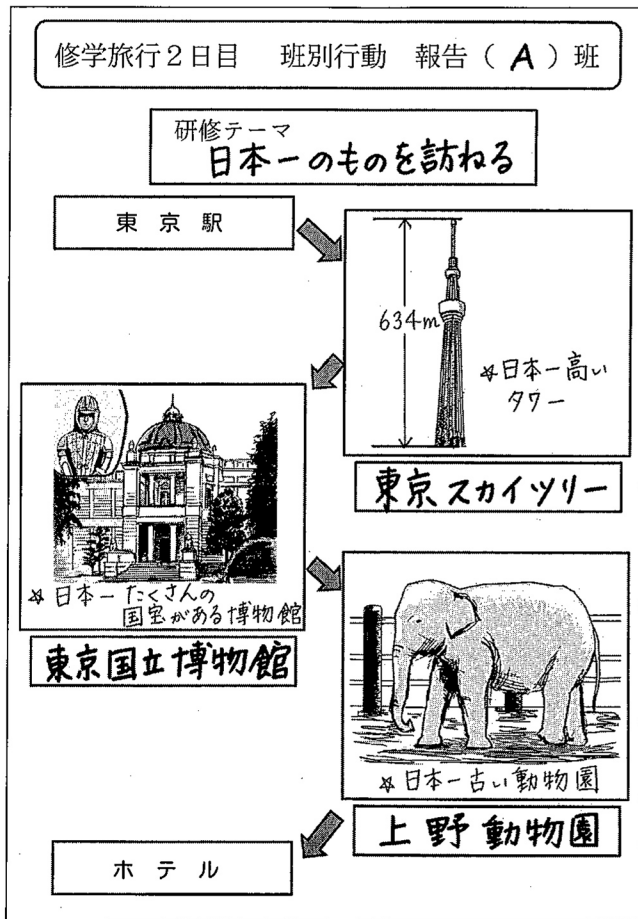
ア	art room	イ	English room
cooking room	ウ	study room	エ

II ひとみさんは、英語の授業で、東京での修学旅行の班別行動について、下のポスターを使って発表しています。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。

We visited Japan's "number ones" in Tokyo on the ① day of our trip. First, we went to the Tokyo Skytree. It is the tallest tower in Japan. It is six ② and thirty four meters tall! Next, we went to the Tokyo National Museum in Ueno. It has many national ③. The number of them is the largest in Japan. Then, we visited the oldest ④ in Japan. It was fun to see many kinds of animals. After that, we went back to the ⑤ and talked about the day. We thought it was interesting to see Japan's "number ones."

(注) number one(s) 一番のもの Tokyo Skytree 東京スカイツリー tower タワー
Tokyo National Museum 東京国立博物館 national 国の

発表に使ったポスター



Ⅲ 次の英文は、オーストラリアでホームステイをすることになったひろきさんと滞在先のニックさんが交換したEメールです。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。

From : Hiroki
"Hello"
Hi Nick,
My name is Hiroki. I am going to stay with your family during my trip to Australia. Thank you very much.
I am 15 years old. I love soccer. I am in the soccer club at my school. I started playing it six years ago.
I heard one of the most popular sports in your country is Australian football. Is it like soccer? I want to know how to play it.
I also want to know how many people there are in your family. I am going to bring a present for everyone.
Please write to me soon.
Hiroki

From : Nick
"Thanks"
Hi Hiroki,
Thank you for your e-mail. I am Nick. I am 16 years old. There are four people in my family: my parents, one sister, and me. We are all very happy about your stay with us.
You don't have to bring a present for each of us. If you can bring something, can you bring pictures of your school? We want to hear a lot about it.
I will be happy to teach you Australian football. It's like rugby. I play it with my friends every weekend, so please join us!
Nick

(注) Australian football オーストラリアン・フットボール (オーストラリア発祥の球技) parent(s) 親
rugby ラグビー

- ① When did Hiroki start playing soccer?
- ② How many brothers or sisters does Nick have?
- ③ What does Nick want Hiroki to bring?
- ④ What will Nick do for Hiroki on the weekend?

- ① He started playing soccer () () ().
② He () () ().
③ He wants Hiroki to bring () () () ().
④ He will () Hiroki () () play Australian football.

IV 次の文は、かつやさんが英語のエッセーコンテストのために書いた英文です。これを読んで、あとの問いに答えなさい。

I worked with my father for three days during the summer vacation. His company builds houses. He was working with five people to build a house, and he was the leader of the team. He always watched the five people. He told them a lot of things to do and they followed him. He looked so great!

After work, I asked him, "What do you like the best about your job?" He answered, "I like to see the new house we have just built. When I see it, I always think that it is good to work as a team." I thought that I wanted to make something with other people, just like my father.

In November, we had our school festival and had to do a drama. Our teacher asked, "Is there anyone who wants to be the leader?" "I do," I said. It was my first time to lead other people. The first thing I had to do was to decide the kind of drama. I asked my classmates, "What do you want to do?" Someone said, "Let's do a comedy." Some other classmates agreed and said, "That's good. It will be fun!" They started to get excited. So I said to them, "All right. We will do a comedy." Then one of my classmates, Satoshi, stood up and said, "Wait, Katsuya! Some of us have different ideas. We don't agree." I didn't know what to do.

When I came home, I said to my father, "It is difficult to be a leader. How do you control people?" He said, "I never control people. Of course I have to decide things as a leader, but I also try to understand them. What can you do to understand your classmates? Think about it." There was only one thing I could do. I decided .

The next day, I had a meeting with the people who didn't agree. I said to them, "I'm sorry I didn't listen to your ideas." Satoshi said, "I know doing a comedy was a popular idea in our class. But as a leader, you should try and then decide something. There are some classmates who don't say their ideas in front of the class." I thought he was right. I said, "I decided to become a leader because I wanted to support this class to make something together. I want to make the drama with all of you. Please tell me if you don't agree. I really need your help. I will listen to you and try to find something we can do together." Satoshi said nothing for a while. Then he said, "I understand. I don't know what we can do to help you, but let's try to find a way to work together." ① We all talked about it for a long time. We started to understand each other.

Since then, my class worked together as a team. Sometimes we had problems, but I wasn't afraid because I knew ② what I should do. Satoshi always helped me.

In our school festival, we didn't get the first prize. After the festival, I said to my classmates, "You helped me a lot and did your best. I tried hard, but I was not a good leader." Then Satoshi said, "You did well. It was fun to do a drama together. We learned that working as a team is more important than getting the prize. Thank you, Katsuya." I almost cried.

"Work together as a team." Those are our favorite words now.

(注) leader リーダー lead 率いる comedy 喜劇 control (人を) 指揮する
meeting ミーティング for a while しばらくの間 prize 賞
do one's best ベストを尽くす

- 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 to ask my teacher to help me
- イ to learn how to do a comedy
- ウ to talk with my classmates
- エ to ask a classmate to be a leader

- ア to believe your own idea
- イ to follow the most popular idea
- ウ to give up your idea
- エ to understand everyone's idea

- 2 下線部①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 a way to know the most popular idea
- イ a way to make our drama together
- ウ a way to become a better leader
- エ a way to decide the kind of drama

- 3 下線部②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 I should think about ways to get the first prize at our school festival.
- イ I should decide what to do as a leader by listening to my classmates.
- ウ I should work only with the people who have the same ideas.
- エ I should tell my classmates to do their best to make our drama.

- 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) Katsuya worked with his father and .

- ア thought it was difficult to build a house with other people
- イ found that he could not be a good leader in his class
- ウ got some useful ideas to control his classmates
- エ became interested in making something with other people

(2) After Katsuya talked with Satoshi, Satoshi .

- ア started to help him to make the drama
- イ asked him to decide everything about the drama
- ウ still didn't want to do the drama with him
- エ decided to make a different drama with his friends

- 5 本文の内容に合うものをア～カから2つ選んで、その符号を書きなさい。

- ア Katsuya's father didn't look like a leader when Katsuya was working with him.
- イ Katsuya became a leader because his classmates asked him to lead the class.
- ウ Katsuya learned that a leader should try to understand other people.
- エ Katsuya listened to Satoshi's idea and tried to change the kind of drama.
- オ Katsuya was moved because his classmates learned it was important to work together.
- カ Katsuya's class didn't get the first prize because his classmates didn't do their best.

V 高校の放送部員のかおりさんとみさきさんは、地域で和紙作りをしている外国人のルイスさんにインタビューをしています。次の英文を読んで、あとの問いに答えなさい。

Kaori: When did you see *washi* for the first time?

Mr. Lewis: I saw it when I was working at a bookbinding company in my country. It was so beautiful, and I was really interested in it. Soon I decided to go to Japan to learn how to make *washi*. I traveled around Japan and saw many kinds of *washi*.

Misaki: ア How long have you been in this town?

Mr. Lewis: I've been here for about thirty years. When I first visited here, there was only one person who could make the *washi* of this town. He showed me how to make it. He had great skills, and the *washi* he made was so beautiful.

Kaori: Why did you decide to live here?

Mr. Lewis: Because . The man said to me, "People started making this *washi* here about 1,300 years ago. Many people were making it when I was a child, but now young people don't want to do this work." I felt someone must continue the skill. So, I decided to do it.

Kaori: Wow, you decided to live here for the *washi*. イ

Mr. Lewis: Yes, and I'm now working with four young people. We're trying to make things people can use in their lives. For example, we're making lamp shades.

Misaki: Lamp shades? I thought *washi* was only for calligraphy.

Mr. Lewis: Japanese people have also used *washi* for lamp shades. You have *chochin*.

Misaki: That's right! I forgot about that. It's not a new idea.

Mr. Lewis: We're making bags, too.

Kaori: Bags? Can you carry heavy things in them?

Mr. Lewis: Yes. A special technique makes the paper stronger. You can carry about ten kilograms in the bag. You can also use the bag even when it gets wet.

Misaki: That's interesting. ウ We will talk about it in our lunch time program.

Mr. Lewis: Thank you. I'll be happy if your friends are interested in *washi*.

Kaori: In the program, we will also ask everyone about new ways of using *washi*.

Mr. Lewis: That's good. If there are any good ideas, please tell me.

Kaori: We will. I want everyone to know that *washi* is not just a traditional thing. *Washi* has a great future. エ

Misaki: That's right. I also want to say that young people in our town should think of new ways to use *washi*.

(注) *washi* 和紙 bookbinding company 製本会社 skill(s) 技能 lamp shade(s) ランプのかさ
chochin ちょうちん heavy 重い technique 技術 kilogram(s) キログラム
wet ぬれた program 番組

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。

I didn't know that we can use *washi* in that way.

2 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 I wanted to save the traditional skill of making the *washi*

イ I wanted to look for a new way of making the *washi*

ウ I wanted to use the *washi* at the bookbinding company

エ I wanted to make new things with the *washi*

3 下線部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 We will talk about the lamp shades and bags.
- イ We will ask everyone about new ways of using *washi*.
- ウ We will tell you if there are any good ideas of using *washi*.
- エ We will know that *washi* is not just a traditional thing.

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 Mr. Lewis saw *washi* for the first time when he traveled around Japan.
- イ When Mr. Lewis visited the town, only one man could make the *washi* of the town.
- ウ Mr. Lewis thinks that it is a new idea to use *washi* for making lamp shades.
- エ Misaki wants to say that young people need to know how to make *washi* in a new way.

5 かおりさんは、インタビューをもとに、英語によるビデオを作成しました。次の英文はその原稿です。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。

Mr. Lewis is making *washi* in this town. He uses the *washi* to make bags. The *washi* gets ① with a special technique, so you can carry about ten kilograms in the bag. His new idea was very interesting. We learned that *washi* is not used only in a ② way. Now, Mr. Lewis is looking for other ideas to make new things. Do you have any good ideas?

VI 高校生のあきらさんが、「お弁当コンテスト」の応募用紙を見せながら、ALT（外国語指導助手）のローズ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。

Akira: Ms. Rose, please look at this. I ① () (A) () () (B) () to the *bento* contest.

Ms. Rose: *Bento* contest? That's interesting. Are there any rules for the contest?

Akira: Yes. I have to use food from Hyogo and I can only use 500 yen to make a *bento*. It was difficult to decide ② () (C) () () (D) () the *bento*.

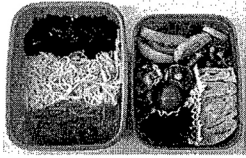
Ms. Rose: This *bento* looks very good. What is special about it?

Akira: I tried to make it colorful with many vegetables, because ③ () (E) () () (F) () when they open the box.

Ms. Rose: I see. Now, *bento* is not just for Japanese people. It ④ () (G) () () (H) () the world.

Akira: Really? I'm happy to hear that *bento* is popular among foreign people.

(注) *bento* 弁当 contest コンテスト rule(s) 規則 yen 円 (通貨の単位)
colorful いろいろのよい vegetable(s) 野菜

【お弁当コンテスト 応募用紙】	
【写真】	
【使用した兵庫県産食材を書いてください。】 アスパラガス 牛肉 たまねぎ ピーマン にんじん ほうれん草 トマト 卵 米	
【材料費(500円以内)】 492 円	
【苦労したところを書いてください。】 限られた予算で、どの食材を使うかを 決めるのに苦労しました。	
【工夫したところを書いてください。】 目でも楽しめるよう、多くの野菜を使い、 いろいろに気をつけました。	

- ① ア to イ paper ウ send エ going オ this カ am
- ② ア should イ to ウ make エ I オ use カ what
- ③ ア happy イ to ウ want エ feel オ I カ people
- ④ ア people イ around ウ by エ is オ many カ loved