

前期

平成 23 年 度 放 送 台 本 (問題の部)

※「チャイム」

これから「放送を聞いて答える問題」を始めます。
問題用紙の第1ページ、第2ページを見てください。問題は、全部で7題あります。
放送中メモを取ってもかまいません。各問題とも、英語は2回ずつ放送されます。

第1ページを見てください。
最初に、「問題1」から「問題3」を行います。
それぞれの会話を聞いて、質問に対する答えとして最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。
では、始めます。

問題1

A: I found your notebook, Yoko.
B: Oh, thank you, Bill. Where was it?
A: It was under a chair in the school library.
B: It was? I need it to study for the science test tomorrow.

Question: Where was Yoko's notebook?

(会話と質問を繰り返します。)

問題2

A: Lisa, what time do you leave home in the morning?
B: I usually leave at 7:10 by bike. How about you, Ben?
A: I usually leave at 7:10 too. But I left at 6:55 yesterday because it was rainy.
B: Yes, it was. Yesterday I came to school in my mother's car, so I left at 7:20.

Question: What time did Ben leave home yesterday?

(会話と質問を繰り返します。)

問題 3

A: What are you doing, Keiko?
B: I'm reading an e-mail from Linda. But I don't understand these words.
A: Then I have something for you. Here you are.
B: Oh, thank you.

Question: Which picture shows this?

(会話と質問を繰り返します。)

第2ページを見てください。
次に、「問題4」と「問題5」を行います。
それぞれの「ある場面」を説明する英文を聞いて、質問に対する答えとして最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。
では、始めます。

問題 4

Masaru and Bob are good friends.
They play *shogi* together every Wednesday.
It's Wednesday today, but Masaru has to go to his grandmother's house.
He has no time to play *shogi* with Bob today.

Question: What does Masaru say to Bob?

(英文と質問を繰り返します。)

問題 5

Keita wanted something to drink.
His mother gave him a glass of orange juice.
He has just finished drinking it.
He wants more orange juice.

Question: What does Keita say to his mother?

(英文と質問を繰り返します。)

次に、「問題6」を行います。

ALTのMs. Whiteと生徒のKazuoとの会話を聞いて、次の(1)～(3)の質問に日本語で答えなさい。

では、始めます。

Ms. White: Hi, Kazuo. I hear you stayed in Australia for three weeks.

Kazuo: Well, Ms. White, I went there last month, but I was there for only two weeks.

Ms. White: Oh, really? Was it exciting? What did you do there?

Kazuo: It was really exciting. I visited many beautiful places and of course spoke with a lot of people in English.

Ms. White: How was your host family?

Kazuo: They were very kind to me. There are five people in my host family: Father, Mother, and three children. One of the children is as old as me. His name is Tom.

Ms. White: Did you enjoy talking with him?

Kazuo: Yes. Tom is interested in old buildings in Japan. We enjoyed talking about them for a long time. That made us good friends.

Ms. White: I'm interested in old Japanese buildings too. I've visited some temples in Japan. Kiyomizu-dera is my favorite temple.

Kazuo: I'm going to visit Kyoto next month. I'll show you some pictures when I come back.

Ms. White: Thank you very much, Kazuo. I have an idea. If you take pictures there, how about sending them to Tom?

Kazuo: That's a good idea, Ms. White. I'll do that.

(会話を繰り返します。)

次に、「問題7」を行います。

Megumi が英語の授業で行ったスピーチを聞いて、その内容に対する (1) ~ (3) の質問の答えとして最も適切なものを、ア~エの中から1つずつ選び、その記号を書きなさい。では、始めます。

Are you doing anything good for the earth? Today I will tell you about something our city does.

Every year on the first Sunday of November, our city has a festival called the Nakamachi Festival at Chuo Park. Have you ever been to the festival? At the festival people can think about what they can do for the earth.

The festival is near my house and I usually go there with my mother and my brother Takuya. There are some popular things to see at the festival. One is a music concert. People enjoy music and sing songs about saving the earth. Another is the Fureai Market. A lot of families and groups bring things they don't use and sell them there. Other people enjoy buying those things. You can find many good things you can still use. Both the concert and the market are popular and good for the earth.

Last year I bought a tennis racket at the Fureai Market. Then I found a nice soccer ball. Takuya couldn't come with us because he had a soccer game at his school. I knew he wanted his own ball. So I talked with my mother and bought the ball for him. I gave it to him when he came home. He was very happy.

Come and see the festival this year. You can learn something important through this festival. It teaches us what to do to help the earth.

Question 1: Where does Megumi's city have the Nakamachi Festival every year?

Question 2: Why was Takuya very happy?

Question 3: What can people learn through the festival?

(英文と質問を繰り返します。)

以上で「放送を聞いて答える問題」を終わります。では、ほかの問題を始めてください。

1 放送を聞いて答える問題(28点)

問題は、全部で7題あります。放送中メモを取ってもかまいません。各問題とも、英語は2回ずつ放送されます。

【問題1～問題3】

それぞれの会話を聞いて、質問に対する答えとして最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。(各2点)

問題1



ア



イ



ウ



エ

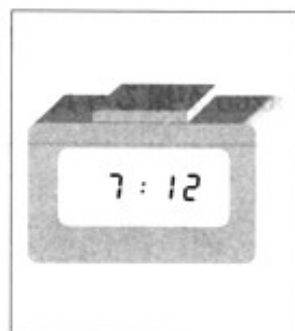
問題2



ア



イ



ウ



エ

問題3



ア



イ



ウ



エ

【問題4、問題5】

それぞれの「ある場面」を説明する英文を聞いて、質問に対する答えとして最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。(各2点)

問題4

- ア I can play *shogi* with you today. イ I can't play *shogi* with you today.
ウ Let's play *shogi* together today. エ Shall I play *shogi* with you today?

問題5

- ア I want something hot. イ May I have some water?
ウ I don't like orange juice. エ Can I have some more?

【問題6】

ALTのMs. Whiteと生徒のKazuoとの会話を聞いて、次の(1)～(3)の質問に日本語で答えなさい。(各3点)

- (1) Kazuoは、どのくらいの期間オーストラリアに滞在していましたか。
(2) KazuoとTomは、何についての話をして楽しく過ごしましたか。
(3) Ms. Whiteは、Kazuoが撮る写真についてどのようなことを提案しましたか。

【問題7】

Megumiが英語の授業で行ったスピーチを聞いて、その内容に対する(1)～(3)の質問の答えとして最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。(各3点)

(1) Question 1

- ア At Chuo Park.
イ On November 1.
ウ At Takuya's school.
エ On the first Sunday of November.

(2) Question 2

- ア Because he went to school.
イ Because he got a soccer ball.
ウ Because he bought a tennis racket.
エ Because he couldn't come to the festival.

(3) Question 3

- ア They can learn how to get to the park.
イ They can learn when to use a tennis racket.
ウ They can learn what to do to help the earth.
エ They can learn where to have a soccer game.

- 2 次の英文を読んで、問1～問4に答えなさい。*印のついている語には、本文のあとに〔注〕があります。(12点)

Hi Becky!

Thank you for your e-mail. Reading it was fun. In your message you asked me two questions, so I'll answer them.

First, the Japanese school year begins in April. That means that we start school in ().

A I like this season the best because there are a lot of flowers. I was surprised to hear that your school year begins in February. Is that a good time of year to visit your country?

B

Next, about *national colors. I didn't know that a lot of (country) have their own colors.

C I like the national colors of your country. They are nice. I don't think we have national colors here in Japan, but I think blue is the best for our country. D I'll tell you.

Japan is on the beautiful blue sea. And watch our national team's soccer *players on TV. They wear blue uniforms.

Your friend,

Kaori

〔注〕 national……国の、国を代表する player……選手

- 問1 本文中の A ~ D のいずれかに、Do you want to know why? という1文を補います。どこに補うのが最も適切ですか。 A ~ D の中から1つ選び、その記号を書きなさい。(3点)

- 問2 下線部①について、()にあてはまる最も適切な1語を、次のア～エの中から1つ選び、その記号を書きなさい。(3点)

ア spring イ summer ウ fall エ winter

- 問3 下線部②について、(country)を適切な形にして、書きなさい。(3点)

- 問4 筆者がこの英文を書いた目的として最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。(3点)

ア 外国の人に自己紹介をするため
イ 相手からの質問に答えるため
ウ 訪問した時のお礼を言うため
エ サッカーの試合に招待するため

- 3 次の Yuji と留学生の Ian との会話を読んで、問1～問7に答えなさい。*印のついている語句には、本文のあとに[注]があります。(26点)

Yuji : Are you free next Saturday, Ian?

Ian : Well, Yuji, I have *judo* practice in the morning, but I'm free in the afternoon.

Yuji : Can you come to my house at two? I [to / something / show / have] you.

Ian : OK, at two. But what is it?

Yuji : My bike.

Ian : Your bike? The one you use for coming to school? , Yuji!

Yuji : No, Ian, not that one. My father bought me a special new bike for **cycling*. We went cycling in the park together last Sunday. It was my first time to ride my new bike.

Ian : Oh, really?

Yuji : Yes. My father and I have been interested in cycling for a long time. We often go cycling together on Saturday and Sunday. I like it because I can really feel that there are four different seasons in Japan when I go cycling.

Ian : That's nice. I hear that going to work by bike is becoming popular in Japan.

Yuji : Yes. Sometimes my father goes to work on his bike. In his office, two other people also ride their bikes when they go to work. My father says that riding a bike is very good for your **health*.

Ian : It's also good for the **environment*. But, Yuji, I often see people riding bikes on the **sidewalk* in Japan. I think that's **dangerous*.

Yuji : Yes, sometimes it's very dangerous. We can ride bikes on the sidewalk if there is a special **traffic sign*. But without that sign, we cannot.

Ian : A special traffic sign? What's it like?

Yuji : OK, I'll **draw* a picture of it for you. (Yuji draws a picture.) It's like this. It has two people and a bike.

Ian : What color is the sign?

Yuji : It's blue.

Ian : A blue sign like this... I don't think I've seen one. But if there is a sign like this, we can ride bikes on the sidewalk.

Yuji : Right. Do you know that there are more traffic **accidents* in our city every year?

Ian : Yes, I do. A man on his bike was in a traffic accident near my house last night. He didn't stop at the stop sign and wasn't wearing a **helmet*. Many people in my country think wearing a helmet is very important.

Yuji : Of that's important, but it's more important to **obey* the traffic rules. Helmets can save people in an accident, but obeying the traffic rules will save you from having an accident.

Ian : What kind of traffic rules do you have in Japan? Can you give me some examples?

Yuji : Sure. We mustn't use an **umbrella* when we are riding a bike. Also, two people cannot ride together on one bike. And you must **keep* to the left.

Ian : I understand. Everyone should know more about the traffic rules and obey them.

〔注〕 cycling……サイクリング
 environment……環境
 dangerous……危険な
 draw～……～を描く
 helmet……ヘルメット
 umbrella……かさ

health……健康
 sidewalk……歩道
 traffic……交通の
 accident……事故
 obey～……～を守る
 keep to the left……左側通行をする

問 1 []内のすべての語を正しい順序に並べかえて書きなさい。(4点)

問 2 空欄 **A** にあてはまる最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。(4点)

ア I've never told you before

イ I've seen it so many times

ウ You've bought me a new one

エ You haven't listened to my story

問 3 Yuji はサイクリングが好きな理由を何と言っていますか。日本語で書きなさい。(4点)

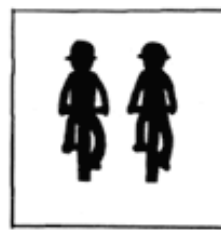
問 4 会話中に Yuji が Ian に描いて見せた道路標識として最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。(3点)



ア



イ



ウ



エ

問 5 空欄 **B** にあてはまる最も適切な1語を、英語で書きなさい。(3点)

問 6 会話の内容と合うものを、次のア～エの中から1つ選び、その記号を書きなさい。(4点)

ア Ian will go to Yuji's house next Saturday morning.

イ Yuji went cycling in the park on his old bike last Sunday.

ウ A man without a helmet had a traffic accident yesterday.

エ People on bikes in Ian's country must wear helmets.

問 7 次は、Yuji と Ian の会話の続きです。自然な会話になるように、()に適切な英語を、4語以上の英文1文で書きなさい。(4点)

Yuji : My father and I will go cycling next Sunday. ()

Ian : Sure, Yuji. Where will we go?

Yuji : To the beach.

- 4 次は、中学生の Toru が The Smile Leader Project(ほほえみリーダープロジェクト)という題で書いた作文です。これを読んで、問1～問4に答えなさい。*印のついている語句には、本文のあとに〔注〕があります。(26点)

Last April I became a *class leader, but one thing I didn't like about it was being one of the "smile leaders." Class leaders at our school have to come to school early every Monday and stand at the school gate to *call out good morning to everyone who comes through the gate. We call this the Smile Leader Project. I usually get up early, so it is no problem for me to come to school early. But I didn't like calling out good morning again and again—more than a hundred times! I thought it was just *superficial. We just said good morning, and some students answered, but some didn't. That was all. Did the smile leaders smile? No! How could we? I didn't think it was *real communication.

One Monday morning in June when we were at the school gate, I saw a woman walking near us. She looked at us and smiled, so I called out to her, "Good morning!"

She came *closer and said, "Good morning. I'm Abe Mariko. May I ask your name?"

"I'm Toru. Nice to meet you, Ms. Abe," I answered.

"Nice to meet you too," she said. "I like this. You junior high school students say good morning to *each other."

"Thank you," I said. "But I don't understand why you like it. I don't really like doing it. I think it's just superficial."

"Do you really think so? People feel something warm when they say good morning and smile at each other," she said. "This project began when one of my children was at this school. She was a smile leader then. She did this just like you. She is a mother now."

"You mean, our school has had the Smile Leader Project for a long time?" I asked.

"Yes," she answered. "For twenty years. You should *be proud of that."

After this, something changed in me. I started to think that the project was not just a superficial thing.

There was one student who was very *shy and usually talked very little. He never answered our good mornings. I called him Shun-*kun*. One day when I saw him between classes, I spoke to him in a soft *voice, "Hi, I'm Toru. How are you?" He said nothing. I smiled and said, "I'm one of the smile leaders. When I see you at the school gate next Monday, I'll say good morning to you, OK?" He said nothing.

The next Monday morning I saw Shun-*kun* and called out, "Good morning, Shun-*kun*. Do you remember me?"

He stopped and looked at me. I thought he was trying to say something. I smiled and said to him, "How are you this morning?" Some other smile leaders said good morning to him too. And we waited.

Then Shun-*kun* started to move his mouth. I couldn't hear his voice, but I understood that was his "good morning." There was a smile on his face. I smiled, and other smile leaders did too. I felt something warm in me. We all felt happy together.

That was it! Ms. Abe was right. I believe it was real communication.

I'm proud of being a smile leader now.

| | |
|------------------------|--------------------|
| 〔注〕 class leader……学級委員 | call out～……～を大声で言う |
| superficial……表面的な | real……本物の |
| close……近くに | each other……お互い |
| be proud of～……～を誇りに思う | shy……内気な |
| voice……声 | |

問 1 本文の内容に合うように、次の(1)と(2)の英語に続けるのに最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。(各3点)

(1) At first Toru didn't like being a smile leader because

- ア he wanted to get up late in the morning.
- イ no students answered him at the school gate.
- ウ he didn't want to repeat "Good morning" many times.
- エ Ms. Abe said the Smile Leader Project was an old thing.

(2) Now Toru is proud of being a smile leader because

- ア his friend Shun-*kun* wants him to be a smile leader.
- イ he likes to talk with people who live near his school.
- ウ he thinks the Smile Leader Project is just superficial.
- エ he believes real communication can come from the project.

問 2 本文の内容に関する次の質問の答えとなるように、()に適切な英語を書きなさい。

(4点)

Question : When did the Smile Leader Project begin?

Answer : It ().

問 3 Ms. Abe was right. と Toru が作文に書いた理由を、日本語で具体的に説明しなさい。

(4点)

問 4 次の英文は、本文の内容をまとめたものです。次の(1)～(4)にあてはまる英語を、1語ずつ書きなさい。(各3点)

At Toru's junior high school, students (1) "smile leaders" stand at the school gate and say good morning to other students every Monday. Toru is one of the leaders. One morning, Toru talked with a woman at the school gate and (2) her that he didn't like being a smile leader. But after listening to her story, he (3) his way of thinking. One Monday morning at the school gate, Toru spoke to a student who usually didn't talk a lot, and the student (4) in his own way. They felt happy together.

- 5 次の【条件】に従って、あなたの考えや気持ちなどを含めて、まとまった内容の文章を5文以上の英文で書きなさい。(8点)

【条件】

- ① 「楽しかったこと」や「楽しんでいるもの」などの内容とする。
- ② 次の3つの語句を必ず使用する。必要に応じて適切な形にしてもよい。
enjoy have to with
- ③ ②の3つの語句を使用する順序は問わない。繰り返して使用してもよい。

(以上で問題は終わりです。)

| 問題 | 正 答 | 配 点 | 採点上の注意 | | |
|-----|-----|--|--------------|----|----|
| 1 | 問題1 | ウ | 2 | 28 | |
| | 問題2 | ア | 2 | | |
| | 問題3 | エ | 2 | | |
| | 問題4 | イ | 2 | | |
| | 問題5 | エ | 2 | | |
| | 問題6 | (1) | 2週間 | | 3 |
| | | (2) | 日本の古い建物 | | 3 |
| | | (3) | トムに送ること | | 3 |
| | 問題7 | (1) | ア | | 3 |
| | | (2) | イ | | 3 |
| (3) | | ウ | 3 | | |
| 2 | 問1 | D | 3 | 12 | |
| | 問2 | ア | 3 | | |
| | 問3 | countries | 3 | | |
| | 問4 | イ | 3 | | |
| 3 | 問1 | I [have something to show] you. | 4 | 26 | |
| | 問2 | イ | 4 | | |
| | 問3 | (例) 日本には4つの異なる季節があることを実感できるから。 | 4 | | |
| | 問4 | エ | 3 | | |
| | 問5 | course | 3 | | |
| | 問6 | ウ | 4 | | |
| | 問7 | (例) (Can you join us?) | 4 | | |
| 4 | 問1 | (1) | ウ | 3 | 26 |
| | | (2) | エ | 3 | |
| | 問2 | It (began twenty years ago). | 4 | | |
| | 問3 | (例) 彼女が言ったとおり、「おはよう」とあいさつをしてお互いにほほえみ合ったら、温かな気持ちになったから。 | 4 | | |
| | 問4 | (1) | (例) called | 3 | |
| | | (2) | (例) told | 3 | |
| | | (3) | (例) changed | 3 | |
| | | (4) | (例) answered | 3 | |

| 問題 | 正 答 | 配 点 | 採 点 上 の 注 意 |
|---------|---|-----|--|
| 5 | (例) I went to see a movie with my father during winter vacation. I enjoyed watching it very much, but I did not understand the English words well. I felt a little sad about that. I thought, "I have to study English harder." I will be happy when I can understand movies in English. | 8 | (注) ii の採点上の注意による。 5文に満たない場合も、採点の対象とする。 |
| 配 点 合 計 | | 100 | |

※部分点は整数とし、0点を下回らない。