

1 放送によるリスニングテスト

テスト1 4つの対話を聞いて、それぞれの問いの答えとして最も適切なものを、1～4から1つずつ選び、記号で答えなさい。

- No. 1
- 1 By bike.
  - 2 By train.
  - 3 By bus.
  - 4 By car.

- No. 2
- 1 Because he wants to see Kate.
  - 2 Because he wants to find a job.
  - 3 Because he wants to live in Japan.
  - 4 Because he wants to visit his friends.

- No. 3
- 1 Carry the books.
  - 2 Open the door.
  - 3 Buy the books.
  - 4 Leave Yuka's classroom.

- No. 4
- 1 The movie.
  - 2 The sports program.
  - 3 The news program.
  - 4 The animal program.

テスト2 4つの対話を聞いて、それぞれの対話に続く受け答えとして最も適切なものを、  
1～4から1つずつ選び、記号で答えなさい。

- No. 1
- 1 I see. You have no homework.
  - 2 All right. I'll stop the music.
  - 3 OK. You're going to sleep now.
  - 4 Well, I didn't hear anything in my room.

- No. 2
- 1 I'm teaching in this room.
  - 2 I enjoyed our school trip.
  - 3 I'm not looking for her.
  - 4 I'll come back later.

- No. 3
- 1 Thank you. I'll read it.
  - 2 Of course. You'll like it.
  - 3 Children can read it in English.
  - 4 I'll bring it for you tomorrow.

- No. 4
- 1 You're not interested in the environment.
  - 2 I haven't heard your speech yet.
  - 3 Your speech was about English.
  - 4 I think there is something I can do, too.

テスト3 下の2つの予定表は、Tetsuya と Judy の春休み中のある1週間の予定を表したものである。2人は、3月28日の午後に話をしている。2人の対話とその後には流れる問いを聞いて、次の(1)~(3)に答えなさい。

(1) 【Tetsuya の予定表】の(A)に入る最も適切なものを、次の1~4から選び、記号で答えなさい。

- 1 サッカー      2 日本舞踊      3 図書館      4 ヒロシの家

(2) 【Judy の予定表】の(B), (C)に、対話の中で用いられた英語1語を、それぞれ書きなさい。

(3) 次の英文が、対話の後に流れる問いに対する答えになるように、下線部(D)に適切な3語以上の英語を書きなさい。

She \_\_\_\_\_ (D) \_\_\_\_\_ every week.

【Tetsuya の予定表】

3月~4月		
	午前	午後
28 (月)	サッカー	
29 (火)	(A)	
30 (水)	サッカー	
31 (木)		図書館
1 (金)		サッカー
2 (土)		サッカー
3 (日)	ヒロシ の家	

【Judy の予定表】

March - April		
	A.M.	P.M.
28 Monday	The English Club	
29 Tuesday		
30 Wednesday		Learn the piano from Naoko
31 Thursday		
1 Friday	Go to the ( B )	
2 Saturday		Go to the ( C ) museum
3 Sunday		

2 次は、Ayaka と留学生の Peter との対話の一部である。2人は、観光で立ち寄った伝統工芸品の店で話をしている。これを読んで、下の(1)~(4)に答えなさい。

Peter: This cup is so cool.

Ayaka: Yes, there are so many beautiful cups in this shop.

Peter: You're right. Look, Ayaka! (A) at the table?

Ayaka: They're painting pictures on their cups. I made my own cup last year. You can make yours.

Peter: Really? How can I make it?

Ayaka: First, choose a cup. Then, paint a picture on it.

Peter: I see. I'd like to (B) do that.

Ayaka: Then shall we go and choose a cup?

Peter: Well.... Is painting a picture on it (C) because the cup is round?

Ayaka: Yes, a little. But it's OK. There is a teacher and he'll show you how to do it.

Peter: How nice! I don't think I can paint a picture fast. (D) ?

Ayaka: About thirty minutes. We can stay here for one hour.

Peter: Good. Let's go.

(Thirty minutes later)

Ayaka: Peter, you are an artist! We saw this  over the river today.

Peter: Yes, I liked it very much. This picture is the  of friendship between Japan and my country Australia.

Ayaka: You've made a really wonderful cup.

(注) cup(s) カップ      paint(ing) ~を描く      choose ~を選ぶ  
round 丸い      artist 芸術家      friendship 友情

(1) 下線部(A), (C)に入る最も適切なものを、1~4から1つずつ選び、記号で答えなさい。

- (A) 1 What are they doing      2 Where are they drinking tea  
3 When did they sit      4 Which picture are they painting  
(C) 1 popular      2 interesting      3 difficult      4 true

(2) 下線部(B)の do that が指す内容として最も適切なものを、次の1~4から選び、記号で答えなさい。

- 1 make a new friend in my school  
2 show you how to paint a picture on the cup  
3 buy a cup which has a beautiful picture  
4 paint a picture on the cup I choose

(3) 下線部(D)に、場面にふさわしい5語以上の英語を書きなさい。

(4) 本文の流れに合うように、 に共通して入る最も適切なものを、次の1~4から選び、記号で答えなさい。

- 1 cup      2 fish      3 bridge      4 pen

3 次は、保健委員の Miki と留学生の Jane との対話の一部である。Miki は、「健康的な生活習慣 (healthy life habits)」についての保健だより (Health News) を作成した。2人は、その中の表 (table) とチェックリスト (check list) を見ながら話をしている。これを読んで、あとの(1)~(5)に答えなさい。

Miki: Jane, I've made this Health News.

Jane: Great. What's this table?

Miki: It's about the time for sleeping. (A) It's ( to / for / important / us ) get enough sleep.

Jane: I usually sleep for seven hours.

Miki: You need to sleep more. We're fifteen years old, so the time for sleeping should not be shorter than (B) \_\_\_\_\_ hours.

Jane: I see. Well, last Sunday I couldn't get up early in the morning because I was tired. I slept for fifteen hours.

Miki: That's too long. You slept as much as a (C) (b \_\_\_\_\_) according to this table.

Jane: Really? And what's this?

Miki: It's a check list of healthy life habits.

Jane: I want to do it. Please tell me the meaning of each item.

Miki: Sure.

(Five minutes later)

Jane: I've checked the numbers two, three and five.

Miki: Now look at the items you haven't checked. You'll know what to do to make your life habits better.

Jane: All right. I'll try two things: I'll get enough sunlight when I get up in the morning, and (D) \_\_\_\_\_.

Miki: If you write them in this box under the list, you won't (E) \_\_\_\_\_ what to do.

Jane: Good. I think everyone will become healthy by reading this Health News.

(注) get enough sleep 十分な睡眠をとる shorter short(短い)の比較級  
according to ~ ~によると item(s) 項目  
checked check(~にチェックを記入する)の過去分詞形  
sunlight 日光 box 枠

# 保健だより

平成 27 年 9 月号 3 年〇組 保健委員

## ☆健康的な生活習慣を身につけよう

- あなたの睡眠時間は何時間ですか？

「人間に必要とされる年齢別睡眠時間」

年齢	0～3か月	4～11か月	1～2歳	3～5歳	6～13歳	14～17歳	18～25歳
睡眠時間 (時間)	14～17	12～15	11～14	10～13	9～11	8～10	7～9

(注) 必要とされる睡眠時間には個人差があります。

- すでにできている項目にチェック (✓) をつけよう。

「生活習慣チェックリスト」

チェック欄 (✓)	項目 番号	チェック項目
	1	朝、起きたら太陽の光をしっかりと浴びる
	2	朝食を規則正しく毎日とる
	3	定期的に適度な運動をする
	4	帰宅後は仮眠(短時間の睡眠)をとらない
	5	お風呂は早めに入る
	6	夕食後に何も食べない

「人間に必要とされる年齢別睡眠時間」及び「生活習慣チェックリスト」は、文部科学省「早寝早起き朝ごはんは輝く君の未来～睡眠リズムを整えよう!～」2015を参考に作成

今後の生活目標を書こう。

- (1) 下線部(A)の ( ) の中の語を、本文の内容に合うように並べかえなさい。
- (2) 下線部(B)に入る適切なものを、次の1～4から1つ選び、記号で答えなさい。  
1 seven      2 eight      3 nine      4 ten
- (3) 下線部(C)に入る適切な英語1語を書きなさい。ただし、( ) 内に与えられた文字で書き始めなさい。
- (4) 下線部(D)に、場面にふさわしい4語以上の英語を書きなさい。
- (5) 下線部(E)に入る適切な英語1語を書きなさい。

4 次の英文を読んで、あとの(1)~(4)に答えなさい。

Kazuki is a junior high school student. In early July, he was looking for something to do during summer vacation. One day, he read about the Little Teacher Program in the school newspaper. In the program, junior high school students help young children with their homework. He decided to join this program as a volunteer.

On the first day of the program, Kazuki met a boy. His name was Ryo. He was in the fifth grade. After they talked about their favorite things, Ryo started answering arithmetic questions. About ten minutes later, he asked Kazuki for help. Kazuki knew the answer and explained how to get it to Ryo. But Ryo couldn't understand. Kazuki thought

At home, Kazuki tried to find a better way to teach Ryo, but he couldn't find it for a long time.  Then he got an idea: to look at his arithmetic notebook that he used when he was in the fifth grade. When he looked at the notebook, he found it had a lot of figures which explained how to answer arithmetic questions. He thought, "These kinds of figures helped me a lot then. So Ryo will need them to find the answer, too. I should remember he's only eleven years old." Then Kazuki prepared for Ryo.

On the next day, Kazuki taught Ryo with the figures. Ryo said, "I got the answer! These figures are great!" Then Ryo answered more questions in the same way. Kazuki felt confident about teaching.  At night, Kazuki opened his notebook again.

On the last day, Ryo finished his homework. They were very happy. Then, Ryo's mother came to Kazuki and said, "Thank you very much.  He always said he liked your way of teaching. You helped him a lot." Kazuki was happy to hear that. The Little Teacher Program was useful for him.

A few days later, Kazuki got a letter from Ryo.

Dear Kazuki,

I was happy to study with you! Thank you very much.

You were the best teacher.

See you again,

Ryo

(注) early July 7月上旬

help ~ with ... ~が...するのを手伝う

arithmetic 算数の

figures 図, 図形等

prepare(d) 準備する

program プログラム

in the fifth grade 小学5年生で

ask ~ for help ~に助けを求める

confident 自信がある

(1) 次の英文が入る最も適切な箇所を、本文中の  ~  から選び、記号で答えなさい。

He also began to enjoy teaching Ryo.

- (2) に入る最も適切なものを、次の1～4から選び、記号で答えなさい。
- 1 Ryo could answer all the questions alone
  - 2 he should change his way of teaching
  - 3 he taught Ryo arithmetic questions very well
  - 4 teaching the way to get the answer was very easy
- (3) 次の(a)～(c)の質問に対する答えとして、本文の内容に合う最も適切なものを、1～4から1つずつ選び、記号で答えなさい。
- (a) What did Kazuki do during his summer vacation?
- 1 He finished his homework at school.
  - 2 He read the newspaper every morning.
  - 3 He joined the Little Teacher Program.
  - 4 He helped his family a lot every day.
- (b) How did Kazuki teach Ryo on the second day of the program?
- 1 He explained with figures.
  - 2 He showed Ryo the answer first.
  - 3 He made some arithmetic questions.
  - 4 He wrote the answer with a red pen.
- (c) How did Ryo's mother feel about Kazuki on the last day?
- 1 He needed to teach Ryo better.
  - 2 He was a good teacher for Ryo.
  - 3 He was as young as Ryo.
  - 4 He didn't prepare well for Ryo.
- (4) 次の英文は、Ryoからの手紙を受け取った日にKazukiが書いた日記の一部である。本文の内容に合うように、次の下線部①～③に入る適切な英語を、1語ずつ答えなさい。ただし、( )内に与えられた文字で書き始めなさい。

Today, I was ①(g ) I received a letter from Ryo.

When I opened my old ②(n ), I found a good way to teach him. It really worked!

I hope he will keep studying. I want to see him again. I had a ③(u ) experience.



- 5 Kumi と留学生の Fred は、ある日の放課後、次の【教室掲示】を見ながら、日直 (a student on duty) の仕事について話をしている。下は、そのときの対話の一部である。下線部(1), (2), (4)には、それぞれ適切な英語 1 語を、下線部(3)には場面にふさわしい 5 語以上の英語を書きなさい。

【教室掲示】

<日直の仕事>

	仕事内容
授業後	黒板消し
教室移動時	消灯, 窓閉め
下校時	黒板の日直名・日付の書きかえ 消灯, 窓閉め 学級日誌の記入

※ 学級日誌の記入上の注意

- ・感想欄にその日一番印象に残ったできごとについて、3文以上で書くこと
- ・できるだけ漢字を使うこと  
(わからない漢字は国語辞典で調べよう。)

Fred: I'll be the student on duty tomorrow. You're the one on duty today. What should I do?

Kumi: Clean the blackboard after each class.

Fred: OK. You turned off the lights and \_\_\_\_\_ (1) \_\_\_\_\_ the windows when we left the classroom, right?

Kumi: Right. Do that after school, too. Also, change the name and the \_\_\_\_\_ (2) \_\_\_\_\_ on the blackboard.

Fred: Is that all?

Kumi: No. Please write in this class diary. You need to write something about the day here.

Fred: For example?

Kumi: I wrote, "We had an English class with Ms. Jones today. \_\_\_\_\_ (3) \_\_\_\_\_. It was interesting. I want to know more about her."

Fred: I see.

Kumi: When we write in this diary, we should use *kanji* by using a Japanese \_\_\_\_\_ (4) \_\_\_\_\_.

Fred: Can I write in *hiragana*?

Kumi: I think so. I can help you.

問題		正答及び正答例		配点		
1	テスト 1	No1	3	1点	13点	
		No2	1	1点		
		No3	2	1点		
		No4	4	1点		
	テスト 2	No1	2	1点		
		No2	4	1点		
		No3	1	1点		
		No4	4	1点		
	テスト 3	(1)	(A)	1		1点
		(2)	(B)	lake		1点
			(C)	science		1点
		(3)	(D)	teaches four classes		2点
2	(1)	(A)	1	1点	7点	
		(C)	3	1点		
	(2)	(B)	4	1点		
	(3)	(D)	How long does it take	2点		
	(4)		3	2点		
3	(1)	(A)	important for us to	2点	10点	
	(2)	(B)	2	2点		
	(3)	(C)	baby	2点		
	(4)	(D)	I won't eat anything after dinner	2点		
	(5)	(E)	forget	2点		
4	(1)		ウ	2点	15点	
	(2)		2	1点		
	(3)	(a)	3	2点		
		(b)	1	2点		
		(c)	2	2点		
	(4)	①	glad	2点		
		②	notebook	2点		
③		useful	2点			
5	(1)		closed	1点	5点	
	(2)		date	1点		
	(3)		She talked about her family in English	2点		
	(4)		dictionary	1点		

英語解答用紙

得点

点

※50点満点

1	テスト1	No. 1	No. 2	No. 3	No. 4
1	テスト2	No. 1	No. 2	No. 3	No. 4

テスト3(3)2点  
他 1点×11

1	テスト3	(1)	(A)		
		(2)	(B)		(C)
		(3)	(D)	She _____ every week.	

2	(1)	(A)		(C)	
	(2)	(B)			
	(3)	(D)	_____ ?		
	(4)				

(1)(2)1点×3  
(3)(4)2点×2

3	(1)	(A)	It's _____ get enough sleep.		
	(2)	(B)			2点×5
	(3)	(C)	_____		
	(4)	(D)	and _____.		
	(5)	(E)	_____		

4	(1)		(2)1点 他2点×7		
	(2)				
	(3)	(a)		(b)	(c)
	(4)	①		②	③

5	(1)		(3)2点 他1点×3		
	(2)				
	(3)	_____			
	(4)				

ただ今から、英語の学力検査を行います。  
問題用紙の中に挟んである解答用紙を取り出しなさい。問題用紙を開いて、ページ数がそろっているか確かめなさい。そして、解答用紙に得点の記入欄とまちがえないように、受験番号を書きなさい。  
はじめに、放送によるリスニングテストを行います。聞きながらメモをとっても構いません。  
では、問題用紙の1ページから3ページにテスト1からテスト3までがあることを確かめなさい。また、解答用紙のそれぞれの解答欄を確かめなさい。  
それでは、テスト1から始めます。テスト1の問題を読みなさい。  
対話はNo.1からNo.4まで4つあり、それぞれの対話の後に問いが続きます。なお、対話と問いは2回ずつくり返します。それでは、問題に入ります。

- No.1 A: Keiko, many students come to school by bike.  
B: You're right. When you were in America, how did you go to school, John?  
A: I went to school by bus.  
Question: How did John go to school in America? (対話と問いをくり返す。)
- No.2 A: My grandfather called me this morning. He wants to come to Japan to see me.  
B: Good. When will he come, Kate?  
A: Next month. I'm excited.  
Question: Why will Kate's grandfather come to Japan? (対話と問いをくり返す。)
- No.3 A: You have so many books, Yuka! I can carry some of them for you.  
B: No, thank you, Mr. White. I'm just going to my classroom. But could you open the door?  
A: Sure.  
Question: What is Mr. White going to do? (対話と問いをくり返す。)
- No.4 A: Ken, did you watch the TV program about animals yesterday? I saw your favorite movie star and her dogs.  
B: Oh, no! I went to see my brother's basketball game then. So I missed that program.  
A: No problem. You can see it on TV this weekend, too. You should watch it!  
Question: What did Ken miss yesterday? (対話と問いをくり返す。)

次に、テスト2に移ります。テスト2の問題を読みなさい。  
今から、対話を2回ずつくり返します。では、始めます。

- No.1 A: Jack, please stop the music. I can hear it even in my room.  
B: Oh, I'm sorry. Do you want to go to bed?  
A: No, I'm doing my homework. I have to finish it tonight. (対話をくり返す。)
- No.2 A: Yoko, are you looking for a teacher in this room?  
B: Yes, Mr. Brown. I came to ask Ms. Tamura about our school trip next week.  
A: I see. She's not here now. (対話をくり返す。)
- No.3 A: Mike, you study Japanese, right?  
B: Right. Now I want to read a Japanese book. Do you have an easy one, Haruka?  
A: Yes. I have some books for children. You can try one of them. I think it'll be good. (対話をくり返す。)
- No.4 A: How was my speech in English class?  
B: Your speech about the environment? I liked your ideas very much.  
A: Thank you. I'll think about ways to save the environment. (対話をくり返す。)

次に、テスト3に移ります。テスト3の問題を読みなさい。  
今から、対話とその内容についての問いを2回くり返します。では、始めます。

- Judy: Tetsuya, I hear your grandmother is a teacher of traditional Japanese dance, *nihon buyo*. Is that so?  
Tetsuya: Yes, Judy. If you're interested, we can go to her class together.  
Judy: Great! When does she teach it?  
Tetsuya: She has classes on three days every week in the morning: she has one class on Tuesday, one class on Friday and two classes on Saturday.  
Judy: It's Monday today. Are you free tomorrow?  
Tetsuya: No. I practice soccer in the morning tomorrow. Can you go on Friday?  
Judy: Sorry. Emi and I will visit a lake near my house on Friday. Emi often says the lake is very beautiful in spring.  
Tetsuya: That sounds nice. Then, how about Saturday? She teaches two classes on that day.  
Judy: Oh, right. But I'll go to the science museum then. Wait! It's in the afternoon. I'm free in the morning.  
Tetsuya: Good. So let's go on Saturday. My grandmother will be happy to see you.  
Question: How many *nihon buyo* classes does Tetsuya's grandmother teach every week?

くり返します。 (対話とその内容についての問いをくり返す。)

以上で、リスニングテストを終わります。次の問題に移ってください。