

2 次の(1)～(5)は、それぞれAとBとの対話です。()に入る最も適当なものを、ア～エの中から一つずつ選びなさい。

(1) [*In the classroom*]

A: () pencil case is this?

B: Oh, it's mine. Thank you. Where did you find it?

ア Why イ Whose ウ When エ Who

(2) [*At school*]

A: Ms. Green, I got a Christmas card () in English.

B: That's nice. Is it from your friend Becky?

ア write イ writes ウ wrote エ written

(3) [*On the street*]

A: Hi, Bob. How's ()?

B: Well, I was sick in bed last week. But I feel better today.

ア some イ another ウ everything エ nothing

(4) [*After school*]

A: Can you come to my house today?

B: Sorry, I must go to the tennis club.

A: I see. Then maybe some other time. ()

B: Goodbye.

ア I'll show you. イ You're welcome.

ウ Here you are. エ Take it easy.

(5) [*On the phone*]

A: Hello?

B: Hello. This is Lisa. May I speak to Mike, please?

A: I'm sorry, he's out. Would you like to leave a message?

B: () Thank you.

ア No, I'll call back later. イ Yes, I will leave for school.

ウ OK, see you then. エ When will you come back?

3 次は、カナダに住む友達のエレン (Ellen) から送られてきた電子メールの最後の部分です。あなたなら、エレンへどのような返事を書きますか。 には4語以上、 には5語以上の英語で書きなさい。

【エレンからの電子メール】

This year, I'm going to study Japanese to visit you in Japan.
What are you going to do this year?
I hope to hear from you soon.

Ellen

【エレンへの電子メール】

Hi, Ellen.
Wishing you all the best in 2007.
Thank you for your e-mail.
I'm sending this to answer your question.
I'm going to because .

(1) 下線部①の () に入る最も適当なものを、ア～エの中から一つ選びなさい。

ア glad イ boring ウ crowded エ popular

(2) 下線部②の示す内容を35字程度の日本語でまとめなさい。

(3) 次の英文は、久美がコアラについて書いたものです。 A と B に入る最も適当な英語を1語ずつ書きなさい。

We should remember some things about koalas. At a wildlife park, we should be A when we watch them. They sleep during the day. In some areas of Australia, B koalas is banned for their preservation. We should enjoy wildlife without disturbing it.

(4) 次の Question に英語で答えなさい。ただし、答えは Answer の後の英文に続けて書きなさい。

Question: What is important in Kate's view of working as a guide?

Answer: It is not enough to make people happy during their trip.

(5) 本文の内容に合っているものを、ア～エの中から一つ選びなさい。

ア Kate was a guide for Kumi's family, and she took them to Australia from Japan.

イ Kumi was very interested in English, so she asked Kate about how to study English.

ウ Kate could answer all of Kumi's questions because Kate knew a lot about Australia.

エ Kumi wants to learn a lot about the nature and culture of foreign countries as a guide.

4 スピーチコンテストの会場で、景子 (Keiko) とスミス先生 (Mr. Smith) が話をしています。その会話を読んで、(1) ~ (6) の問いに答えなさい。

Mr. Smith: Keiko, your speech was really good!

Keiko: Do you think so? I think I *made some mistakes in my *pronunciation.

Mr. Smith: ①(about, to, worry, don't, you, have) that. They were only small ones. You did a good job!

Keiko: Thank you, Mr. Smith. Do you think there were any other good speeches?

Mr. Smith: Well, I made *notes about some good speeches. Here, look at this.

Good speeches		
No.	Speech title	*Impression
3	My dream	good English, good eye contact and *gestures
5	My school life	very good English, like a *diary
11	My grandmother	very good English, good *content, a little long
12	Why do we learn English?	good content, not enough eye contact

Mr. Smith: Let's see ... speech ②() was good. The title was "My grandmother." He said that his grandmother worked very hard for her family. He also told us about his love for her. I was very impressed.

Keiko: Yes, I agree. His English was really good. He spoke like an American boy. I think he practiced really hard.

Mr. Smith: But there was one problem. His speech was a little too long. Each student has five minutes, but

Keiko: That's too bad. I thought his speech was perfect. Well, how about speech No. 5? I thought No. 5 was as good as No. 11.

Mr. Smith: No. 5? Well ... the student's English was really good, but ③ I don't think her speech was better than speech No. 11.

Keiko: Why?

Mr. Smith: She talked a lot about her school life, but there was no message in her speech. It was like a diary. I couldn't understand what she was trying to say.

Keiko: I see. How about the other speeches?

Mr. Smith: The content of speech No. 12 was good. He talked about the *importance of studying English, and his speech had a lot of examples. His problem was eye contact. A few times I don't think he made much eye contact with the *audience.

Keiko: You have talked about No. 5, No. 11 and No. 12. Which was the best speech? I think No. 11 was the best one.

- Mr. Smith: Well, No.11 was good. But I think you were as good as No.11. First, the content of your speech was really nice. I think making *robots to help old people is an interesting idea. Second, your English, your eye contact and your gestures were all really good. I understood your dream very *clearly. *Be proud of yourself.
- Keiko: Thank you, Mr. Smith. *At first, I didn't think I could *give a speech in English, but now I think it's a lot of fun.
- Mr. Smith: That's right. The most important thing is to have your opinion and tell it to other people clearly. Well, good luck!

注 : made some mistakes いくつか間違えた pronunciation 発音 notes メモ
 impression 印象 gestures ジェスチャー diary 日記 content 内容 importance 重要性
 audience 聴衆 robots ロボット clearly はっきりと be proud of ~ ~を誇りに思う
 at first 最初は give a speech スピーチをする

- (1) 下線部①の () 内の語(句)を正しく並べかえなさい。ただし、文頭に来る語(句)も小文字にしてあります。
- (2) 下線部②の () に入る最も適当なものを、ア～エの中から一つ選びなさい。
 ア No.3 イ No.5 ウ No.11 エ No.12
- (3) , に入る最も適当なものを、それぞれア～エの中から一つずつ選びなさい。
 ア he had to stop his speech because only some people looked at him.
 イ his speech was about four minutes long because he spoke very fast.
 ウ he looked at his notes because he didn't remember his speech well.
 エ his speech was a little longer than five minutes.
- (4) 下線部③とあるが、なぜスミス先生はそう言ったのですか。最も適当なものを、ア～エの中から一つ選びなさい。
 ア No.5 didn't look at the diary during her speech.
 イ Speech No.5 didn't have any message in the speech.
 ウ No.11 spoke the best English of all the students in the contest.
 エ Speech No.11 was not as interesting as speech No.5.
- (5) スミス先生がスピーチで最も大事だと言っていることは何ですか。ア～エの中から一つ選びなさい。
 ア 毎日英語をたくさん勉強して、正しい英語を使うこと。
 イ 自分の考えを持ち、それを他の人にはっきりと言うこと。
 ウ 例を多く使って、スピーチの内容をわかりやすくすること。
 エ アイコンタクトやジェスチャーをバランスよく用いること。
- (6) 景子が自分のスピーチで話したことは何ですか。具体的な内容について20字程度の日本語で答えなさい。

5 次の英文は、久美 (Kumi) が海外での体験について書いたものです。(1) ~ (5) の問いに答えなさい。

I went to Australia with my family. I was very ①() because it was my first trip to a foreign country. Our *guide Kate was waiting at the airport in Australia. She was a tall woman holding a sign with our family's names. She took us to our hotel by car.

In the car, Kate explained our trip in Japanese. She spoke very good Japanese. I wanted to practice English, so I asked her, "Can I talk with you in English?" She agreed. I said to her, "Your Japanese is very good. Have you ever stayed in Japan?" Kate answered, "Oh, no, I've never been to Japan, but I've studied Japanese for many years in Australia." "I still don't understand why you speak Japanese so well. How do you study Japanese?" I asked. Kate said, "I often watch Japanese movies, and try to *imitate and remember some of my favorite actor's words. I think ②that helps me a lot."

While I was talking with Kate, I *realized something about Kate. She really knew a lot about Australia. She could answer all of my questions. I started to think that I should know more about Japan.

We had a great time on our trip. Kate showed us many interesting places, and she taught some useful things. At a *wildlife park, Kate told us to watch the *koalas quietly. She explained, "Koalas usually sleep during the day. If you *make noise, they will wake up. People should enjoy wildlife without *disturbing it. I'll give an example. People may like to hold koalas in their arms, but it *is banned in some areas for wildlife *preservation." I was very surprised to hear that. Then she said with a smile, "My job is to make you happy during your trip. But that's not enough. I want you to learn a lot about Australia. I'm studying the wildlife of Australia to give *information about it to people. Studying is never easy, but I think it is important as a guide."

I was impressed. *Even though Kate was already a good guide, she was still trying to be better. I am interested in working as a guide, so I am trying to learn more about Japan. *Someday I would like to show Japanese nature and Japanese *culture to foreign people coming to Japan.

注: guide ガイド imitate まねる realized ~ ~に気づいた wildlife 野生生物 koalas コアラ
make noise 音を立てる disturbing ~ ~をじゃますること is banned 禁止されている
preservation 保護 information 情報 even though ~ ~であるけれども someday いつか
culture 文化