

# Thomas the Tank Engine and SDGs

PART 1

→教科書 pp.98-99



Grammar Point

・名詞を修飾する分詞(後置修飾)

**1 W** 英文に合う最も適切な語を、それぞれ a. ~ d. の中から1つ選びなさい。

- (1) I watched the first two (            ) of the animation series.  
a. episodes      b. brands            c. storylines      d. makers
- (2) She gave a speech in front of her (            ) students.  
a. steam            b. fellow            c. stable            d. sustainable
- (3) Susan became the first (            ) student in her school to receive the prize.  
a. children        b. cultural            c. female            d. different
- (4) There have been amazing computer (            ) during the last ten years.  
a. adventure      b. animations        c. value              d. developments

**2 E** 英文に合う最も適切な語を、それぞれ a. ~ d. の中から1つ選びなさい。

- (1) The character appeared in a British children's book in 1946 (            ) the first time.  
a. as                b. at                  c. for                d. in
- (2) I added milk (            ) my shopping list.  
a. to                b. at                  c. from              d. with

**3 G** 下線部に注意し、書き出しの日本語に沿って訳しなさい。

- (1) He spoke to the woman standing behind his friend.  
彼は\_\_\_\_\_。
- (2) Before going to bed, I always listen to music sung by my favorite singer.  
寝る前に私はいつも\_\_\_\_\_。

**4 C** p.99 の本文を読み、本文に合っているものには○、合っていないものには×を入れなさい。

- (1) The Thomas the Tank Engine series is read by children in about 60 countries.            (    )
- (2) Thomas appears in an animated television show called *Thomas & Friends*<sup>TM</sup>.            (    )
- (3) The creators of the Thomas series worked to feature more cute characters.            (    )
- (4) The UN and a US toy maker incorporated some of the SDGs into the storylines of several episodes from the Thomas series.            (    )

Hint  
Box

(1) // 5-7    (2) // 8-9    (3) // 14-15    (4) // 22-24



**1 W** 英文に合う最も適切な語を、それぞれ a. ~ d. の中から 1つ選びなさい。

- (1) My practice plan was (            ) at the club meeting.  
a. achieved    b. adopted    c. seen            d. appeared
- (2) SDG 5 is about achieving gender (            ).  
a. consumption   b. equality    c. life            d. land
- (3) Since he is 18 now, he should act as a (            ) adult.  
a. improving    b. natural    c. responsible    d. sustainable

**2 G** 以下の各文で、英文に合う適切な語を選びなさい。

- (1) I want you to understand ( what / which ) I'm trying to say.
- (2) The thing ( what / which ) you have created is really beautiful and moving.
- (3) No one knows ( what / which / that ) happened that day.

**3 G** 日本語の意味に合うように、(    ) の語を並べかえなさい。

- (1) 私は土産物店で見つけたものを彼に送るつもりです。  
( I / I'll / him / what / send / found ) at the souvenir shop.

\_\_\_\_\_ at the souvenir shop.

- (2) このカナヅチは犯罪現場に置き忘れてあったものだ。  
This hammer is ( crime / was / the / left / at / what ) scene.

This hammer is \_\_\_\_\_ scene.

- (3) 私が妹の誕生日のために選んだものは手袋でした。  
( birthday / chose / sister's / for / I / what / my ) was a pair of gloves.

\_\_\_\_\_ was a pair of gloves.

**4 C** p.101 の本文を読み、以下の a. ~ c. で、内容と一致する英文を 1つ選びなさい。

- a. The 17 SDGs were adopted by the United Nations General Assembly in 2000.
- b. People around the world are working to meet the UN's goals such as improving education and fighting climate change.
- c. *Thomas & Friends*<sup>TM</sup> includes seven SDGs that were chosen by the UN and a toy company. (            )



a. // 1-2    b. // 5-8    c. // 10-13



**1 W** 英文に合う最も適切な語を、それぞれ a. ~ d. の中から1つ選びなさい。

- (1) The city doesn't have convenient public (            ) network for older people.  
a. living            b. friend            c. forest            d. transport
- (2) Her children visited their grandmother in the hospital (            ) of her.  
a. care            b. instead            c. made            d. example
- (3) Tom can recycle metal (            ) and make a nice table and chairs.  
a. air            b. goals            c. trees            d. scrap
- (4) My sister doesn't like (            ) such as ants, butterflies and bees.  
a. animals            b. yard            c. insects            d. wild

**2 G** 以下の各文で、英文に合う適切な語(句)を選びなさい。

- (1) ( Who / It ) was my brother that used Dad's motorbike yesterday.
- (2) It is my sister that ( has taken / she has taken ) care of our dog.
- (3) Is it the copy machine in the library ( what / that ) doesn't work well?

**3 G** 日本語の意味に合うように、(    ) の語を並べかえなさい。

- (1) 会社が耳を傾けるべきなのは利用者の声だ。  
( that / voices / is / the / it / users' ) the company should listen to.  
\_\_\_\_\_ the company should listen to.
- (2) このアップルパイを焼いたのはブラッドのおばあさんですか。  
( baked / was / that / grandmother / it / Brad's ) this apple pie?  
\_\_\_\_\_ this apple pie?
- (3) 私たちがスージーを待っていたのは、校門のところだった。  
( we / gate / that / the / was / school / it / at ) were waiting for Susie.  
\_\_\_\_\_ were waiting for Susie.

**4 C** p.103の本文を読み、本文に合っているものには○、合っていないものには×を入れなさい。

- (1) The three examples show how the SDG goals were brought into the world of Thomas. (    )
- (2) Thomas talked about his friend Reg and said, "When something is broken and can't be used, Reg recycles it!" (    )
- (3) Thomas said that it is especially oceans that we should take care of. (    )



(1) // 1-2    (2) // 10-14    (3) // 16-17



**1 W** 下から最も適切な語を選んで、必要なら正しい形にして空所に入れなさい。

- (1) The toy company saw great (            ) in the SDGs that the UN adopted.
- (2) The children felt a (            ) to take care of the flowers while their mother was away.
- (3) Cultural (            ) is respected in this town since people from different countries live here.
- (4) There were many (            ) to what he had said.

[ diversity / response / responsibility / value ]

**2 E** 英文に合う最も適切な語を、それぞれ a. ~ d. の中から1つ選びなさい。

- (1) The way of solving the problem was quite different (            ) the way I learned.  
a. about            b. for            c. from            d. to
- (2) This story is written in simple English and is (            ) to understand.  
a. different            b. easy            c. excited            d. together
- (3) Amy's mother gave her children piano lessons at an early (            ).  
a. age            b. education            c. environment            d. episode

**3 G** 日本語の意味に合うように、(    ) の語 (句) を並べかえなさい。

- (1) 私たちがホテルに着いたのはその晩遅くだった。

( we / was / night / it / that / late / at ) reached the hotel.

\_\_\_\_\_ reached the hotel.

- (2) ケンがそのテストの結果をウェブサイトで知るのは月曜の夕方だろう。

It ( will / that / evening / be / Ken / Monday / on ) will learn the result of the test on the website.

It \_\_\_\_\_ will learn the result of the test on the website.

- (3) ピーターがもらったのは家でも土地でもなく、小さな犬だった。

( Peter / was / a house / it / that / land / not / or ) was given, but a little dog.

\_\_\_\_\_ was given, but a little dog.

**4 C** p.105 の本文を読み、以下の a. ~ c. で、内容と一致する英文を1つ選びなさい。

- a. The world hasn't changed from what it was when Thomas the Tank Engine first appeared.
- b. It isn't easy to understand the messages and life lessons in the SDG episodes.
- c. The SDG episodes in *Thomas & Friends*<sup>TM</sup> can help children learn important values. (            )



(1) // 1-3    (2) // 8-11    (3) // 17-19

1 次の英文を読んで、後の問いに答えなさい。

The world is ① ( it / different / what / quite / from / was ) when Thomas the Tank Engine was first created. Today, people's values have greatly ②( change ). There are also new problems that people face. The new episodes of *Thomas & Friends*<sup>TM</sup> are an important ③( ) to these changes.

④ It is very early in their lives that children form ideas about the world around them. The messages in the new episodes are easy ⑤( understand ), and ⑥ they give life lessons. For example, the episodes can help children learn about the importance of ⑦( ). The stories are about engines of both genders who work together. The engines feel a ⑧( ) to take care of the environment and are excited about ⑨( receive ) a good education. They can help children learn important values at an early age.

(1) 英文の流れに合うように、①の( )内の語を並べかえなさい。

The world today is \_\_\_\_\_ ....

(2) ②, ⑤, ⑨の( )内の語を、それぞれ適切な形に直しなさい。

②( )      ⑤( )      ⑨( )

(3) ③, ⑦, ⑧の( )に入る語を、以下からそれぞれ書きなさい。

③( )      ⑦( )      ⑧( )

[ diversity / heritage / problem / response / responsibility ]

(4) 下線部④を、書き出しの日本語に沿って訳しなさい。

子どもたちが自分の周りの\_\_\_\_\_。

(5) 下線部⑥が指すものを、以下の4つの中から1つ選びなさい。 ( )

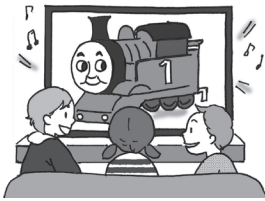
- a. the ideas children form      b. the messages in the SDG episodes  
c. people's values      d. *Thomas and Friends*<sup>TM</sup>

(6) 上の英文に書かれている「事実」を1つ選びなさい。 ( )

- ア 今日の人々の価値観は、機関車トーマスが生み出された当初と少しも変わっていない。  
イ 機関車たちも子どもたちも、良い教育を受けることにわくわくしている。  
ウ 機関車トーマスには、協力し合う男女の機関車に関するストーリーがある。  
エ 機関車トーマスのエピソードは、幼い子どもに大切な価値観を教えるのに役立つ。

**1** 次のイラストについて、[A]～[C]の3つの英文が読まれます。イラストの内容を表す英文として最も適切なものを選びなさい。英文は1回しか読まれません。

(1)



[A] [B] [C]

(2)



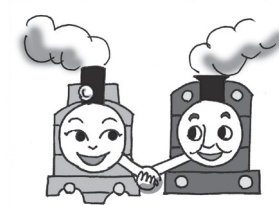
[A] [B] [C]

(3)



[A] [B] [C]

(4)



[A] [B] [C]

**2** 対話とその内容に関する質問を聞き、答えとして最も適切なものを選びなさい。対話は2回読まれます。

- (1) [A] The episodes are made for adults only.  
[B] Children cannot enjoy the episodes.  
[C] Even a high school student can enjoy the episodes.
- (2) [A] Bill did.  
[B] Bill's brother did.  
[C] Bill's father did.
- (3) [A] Goal 4.  
[B] Goal 6.  
[C] Goal 15.

**3** 次に読まれる英文は Lesson 6 Part 3 の要約の一部です。音声を聞いて、以下の問いの答えとして最も適切なものを、読まれる選択肢の中から選びなさい。

Q: Which SDG was not brought into these episodes? ( )

