


1 Connect each word and phrase that have similar meanings with a line.

- (1) feature ・ ・ a railway engine
- (2) fellow ・ ・ relating to women or girls
- (3) locomotive ・ ・ to have or include someone or something as an important part
- (4) female ・ ・ people who you work with, or study with

2 Put the appropriate words into each sentence.

- (1) 自分の国を出たのはそのときが初めてだったので、サリーはわくわくしていた。
 Sally was excited because she left her country () the first () then.
- (2) レベッカという名の女性機関車が、スチームチームに加わった。
 A female engine () Rebecca joined the Steam Team.
- (3) きかんしゃトーマスは70年以上前に最初に登場した。
 Thomas the Tank Engine was first appeared () () seventy years ago.

3 Choose the appropriate word(s) in each sentence. (You may choose more than one option.)

- (1) They worked with a development team (included / including / which included) a toy maker.
- (2) The writer made the animation more interesting by (added / adding / addition) a new storyline to it.
- (3) The creators decided (featured / featuring / to feature) more female characters in the show.

4 Read the following passage and answer the questions below.

Thomas the Tank Engine is a blue steam engine in a children's book series which is still very popular. Thomas also appears in a TV animation. In the series, Thomas travels around the world and meets new engine friends. The show's creators worked to feature more female characters in the show. The United Nations and a toy maker ①incorporated some of 17 Sustainable Development Goals into the storylines of several episodes from that series.

Q1. Choose the word which is closest in meaning to the word ①. (You may choose more than one option.)

- a. put b. left c. mixed d. studied

Q2. According to the passage, what did the creators work to do in the show?

- a. To make more friends.
- b. To appear in the animation.
- c. To make Thomas popular.
- d. To feature more female characters.

1 Choose the appropriate answer.

- (1) She is afraid of (), such as ants and bees.
 a. beetles b. flies c. insects d. plants
- (2) The business person travels around the world on his () jet.
 a. future b. private c. network d. scrap
- (3) The modern world has built () for the exchange of information.
 a. farms b. forests c. networks d. yard
- (4) You may find good wheels at the car () yard.
 a. keep b. forest c. scrap d. transport

2 Choose a part that is wrong and correct it.

- (1) My father ① decided to go to work ② by train ③ instead ④ using a car.
 Choice: _____ Correction: _____
- (2) She will ① ask her neighbor to ② take care about her dog ③ while she is ④ in the hospital.
 Choice: _____ Correction: _____

3 Put the words in brackets into the correct order.

- (1) 私が野生のパンダを見たのは竹林の中でした。
 (that / was / saw / the bamboo forest / I / in / it) a panda in the wild.
 _____ a panda in the wild.
- (2) レッジがスクラップから作ったのはクリスマスツリーでした。
 (Reg / was / made / it / from / a Christmas tree / that) scrap.
 _____ scrap.

4 Read the following passage and answer the questions below.

Here are the examples of Goals 11, 12 and 15 in the Thomas world: Thomas says that more people should use public transport instead of private cars to help clean the air. In another story, Thomas talks about his friend who is good at reusing and recycling. Thomas also says we should take care of forests (①) nearly all the insects, plants and animals on Earth live there.

Q1. Choose the appropriate word for the blank ①.

- a. though b. but c. if d. because

Q2. According to the passage, what should we do to be helpful in cleaning the air?

- a. We should drive cars more often. b. We should use public transport.
 c. We should reuse or recycle things. d. We should take care of forests.

1 Put the appropriate word below into each blank.

- (1) () equality means that women and men have the same rights and opportunities.
 (2) Cultural () is respected in this school with many students from abroad.
 (3) We all have a () for protecting the environment.
 (4) We rang the bell and knocked on the door, but there was no ().
 (5) One of the traditional () of the country is freedom.

[diversity / values / response / gender / responsibility]

2 Choose the appropriate answer.

- (1) The life lessons of each episode are all easy to ().
 a. learn them b. understand c. come d. happen
- (2) It is important to start diversity education at an early ().
 a. age b. hour c. school d. message
- (3) The way the team plays is () from that of last year.
 a. different b. excited c. away d. kept

3 Put the words in brackets into the correct order.

- (1) 彼が退院したのはほんの3日前のことでした。

(only / he / was / ago / it / three days / that) left the hospital.

_____ left the hospital.

- (2) トーマスが最初に作られたのは1946年のことでした。

(1946 / Thomas / it / was / was / in / that) first created.

_____ first created.

4 Read the following passage and answer the questions below.

The values of people today ①have changed from those of seventy years ago. The SDG episodes in Thomas' series are an important response to the changes. It is easy for children to understand the messages in the SDG episodes. Children can learn important values from them.

Q1. Choose the appropriate phrase which is closest in meaning to the phrase ①. (You may choose more than one option.)

- a. are adopted by b. are not the same as c. are brought into d. are different from

Q2. Why can children learn important values?

- a. Because values have changed since seventy years ago.
 b. Because the messages in the series responded to the changes.
 c. Because the messages in the SDG episodes are easy to understand.
 d. Because the SDGs in the episodes are very important.

1 Read the following passage and answer the questions below.

Here are examples of how three of the goals were brought (①) the world of Thomas:

Goal 11: Thomas talked about living in cities. He said, “Cities need good transport networks to help people get from their homes to school and work.” Thomas also said that more people should use public transport, instead (②) private cars, to help clean the air.

Goal 12: Thomas talked about reusing and recycling. He gave the example of his friend Reg. Reg works at a scrap yard and knows if waste can be reused or recycled. Thomas said, “When something is broken and can’t be repaired, Reg recycles it! Once, he even made a Christmas tree from scrap!”

Goal 15: Thomas said that (a) (we / is / that / take care of / especially forests / should / it). “Nearly all the insects, plants, and animals on Earth live in forests,” he said. “When I visited China, I traveled through a bamboo forest, and I was really lucky to see a panda in the wild! When I went to India, I saw monkeys in the coconut trees.”

The world today is quite different (③) how it was when Thomas the Tank Engine was first created. People’s values have greatly changed. There are also new problems that people face today. The SDGs in *Thomas & Friends*TM are an important response to these changes.

It is very early in their lives that children form ideas about the world around them. The messages in the SDG episodes are easy to understand, and they give life lessons. (b)(), the episodes can help children learn about the importance of diversity. The stories are about engines of both genders who work together. The engines feel a responsibility to take care of the environment and are excited about receiving a good education. (c)They can help children learn important values (④) an early age.

(1) Put the appropriate words into blanks ①~④.

① () ② () ③ () ④ ()

(2) Look at the underline (a). Put the words in bracket into the correct order.

Thomas said that _____.

(3) Choose an appropriate words for blank (b).

a. First b. For example c. However d. Finally

(4) What does the word (c) refer to? ()

(5) Which of the following episodes is about “Life on Land”?

- a. Reg recycles what is broken or can’t be repaired.
- b. Thomas saw a panda or monkeys in the forest.
- c. The engines of both genders work together.

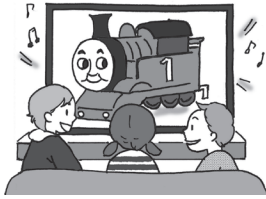
(6) According to the passage above, one opinion on achieving the SDGs is that ().

- a. instead of using private cars, people should use public transport more to help clean the air
- b. all the insects, plants, and animals on Earth live in forests
- c. children are excited about receiving a good education
- d. children form ideas about the world around them

Listening Focus

1 Four English sentences [A] - [D] will be read for the following pictures. Choose the most appropriate one to describe the contents of each picture.

(1)



[A] [B] [C] [D]

(2)



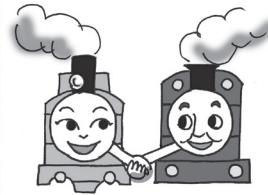
[A] [B] [C] [D]

(3)



[A] [B] [C] [D]

(4)



[A] [B] [C] [D]

2 Listen to the dialogues and the questions about them and choose the most appropriate answer.

- (1) [A] Cathy does.
 [B] Justin does.
 [C] Both Cathy and Justin do.
- (2) [A] He will buy a new racket.
 [B] He will give up on fixing his racket.
 [C] He will repair his racket.
- (3) [A] Clean Water and Sanitation.
 [B] Life on Land.
 [C] Quality Education.

3 Listen to the summary of Part 3 in Lesson 6. Choose the most appropriate answer to the question below.

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



1 次の英文を読んで、問いに答えなさい。

(神奈川大)

The German city of Hamburg has announced plans to become car-free within the next two decades. It is an ambitious idea, but city officials obviously feel that using a personal car is not better than walking, biking, or taking public transportation.

The goal of Hamburg's project is to (1)replace roads with a "green network" of connected open areas covering 40 percent of the city. According to the official website, parks, playgrounds, sports fields, gardens, and burial grounds will be connected to form a network, which will allow people to travel through the city without the use of cars.

Lowering the number of cars in urban areas is becoming a common trend in many European cities. London imposes a "congestion* charge" on private vehicles entering the city center during peak hours. Copenhagen* is building bicycle superhighways* (2)spreading out from the city center.

Global vehicle numbers have increased to well over a billion. But according to recent research, the growth burst may have peaked. A researcher in the United States has just published a series of reports looking at car use and its environmental impact. His calculations show that car use in the US might have reached a peak in 2008, and that the figures have been (3)declining since. That is true even when the global economic drop and its negative impact on car sales are taken into account.

He guesses that a number of factors could be contributing to the trend. They include increased telecommuting* and the movement of people back to city centers. In China, large cities are looking at plans to limit the number of new vehicles being registered to (4)restrict growth. It is a movement more cities are looking toward, particularly in the US.

Another way to examine the issue is to look at the number of households without a car. In the US, the percentage of households going without cars is increasing. For example, in Washington, D. C. *, more than 30 percent of households do not have a car. In New York, the figure is 56 percent. Perhaps this number is not so surprising in cities like New York, which have comprehensive public transportation networks, and where the costs of parking can go far beyond the cost of the purchase of a subway ticket. But that is not the (5)full story. In San Jose, for example, the tenth-largest city in the US, only 5.8 percent of households do not have a car.

(注) *congestion 渋滞 *Copenhagen コペンハーゲン (デンマークの首都) *superhighways 高速道路
*telecommuting 在宅勤務 *Washington, D.C. ワシントン (米国の首都)

(Can a city really ban cars from its streets? より)

問1 本文の内容を考え、下線部(1)~(5)の意味に最も近いものを a ~ d から1つずつ選びなさい。

(1) replace

- a. move b. decorate c. substitute d. plant

(2) spreading out

- a. extending b. rushing c. smoothing d. circling

(3) declining

- a. decaying b. decreasing c. delaying d. demanding

(4) restrict

- a. attain b. control c. sustain d. force

(5) full

- a. crowded b. rich c. available d. whole

問2 本文の内容を考え、次の1~5の正しい答えになるものを a ~ d から1つずつ選びなさい。

1. Why will “a green network” make Hamburg car-free?

- a. People will be able to drive cars more easily.
b. It will help reduce air pollution and improve people’s health.
c. People will be able to travel through the city by walking or biking.
d. It will make the city greener and more environmentally friendly.

2. Which city charges drivers to enter at certain times of the day?

- a. London b. Hamburg c. Copenhagen d. New York

3. Which of the following is mentioned as contributing to the reduction of car use?

- a. The introduction of registration fees for new vehicles.
b. Population growth in city centers.
c. Economic globalization.
d. The invention of faster trains.

4. According to the article, what is one reason fewer people are using cars in New York?

- a. The price of cars can be much higher in New York than in other cities.
b. Driving a car can be very dangerous in New York.
c. There are many more parks and sports fields in New York than in other cities.
d. Using public transportation can be much cheaper than parking a car in New York.

5. In which of the following cities is the percentage of households with a car highest?

- a. In both New York and San Jose. b. In Washington, D.C.
c. In San Jose. d. In both New York and Washington, D. C.