

受検 番号	(算用数字)	志願校	
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第1回
英語 (45分)

英(1)	(2)
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計

注意 英語で書くところはどの書体で書いてもよい。

1 次の①～③の [] に適当な英語を入れ、それぞれが自然な会話になるようにしなさい。ただし、①、②では最も適当な英語1語を書きなさい。③では、あなたが Kenny(ケニー)になったつもりで答えることとし、2語の英語で書きなさい。

① Woman : Welcome to our sports shop. What are you looking for?

Lisa : Tennis shoes.

Woman : OK! What [] do you want?

Lisa : I want pink ones.

--

② Tom : Dinner was great. Thank you, Harumi. I ate too much.

Harumi : Would you like something to []? We have tea and orange juice.

Tom : Tea, please.

Harumi : OK. Just a minute.

--

③ Kenny : Mom, [] seen my new cap?

Mom : Isn't it in your room?

Kenny : Well, I couldn't find it there.

Mom : Really? I saw it on your bed this morning.

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2 次の英文は、中学生の Tsutomu(勉)が英語の授業で、留学に関する調査結果をグラフ(graph)と表(table)を用いて発表している場面の一部である。①～⑤に答えなさい。

Do you want to study abroad? I hear the number of Japanese young people who want to study or work in foreign countries is (ア) become smaller. Do you think it is true? Some of my classmates often say they want to study in foreign countries. So, I asked all of the students in our school, "Are you interested in studying abroad?"

Look at the graph. 20% of them said, "Yes, very much," and 35% of them said, "Yes, a little." So, 55% of them were interested in studying abroad. I asked those students who were interested in studying abroad another question, "What do you want to do if you study abroad?" Look at the table. About 60% of them wanted to make their language skills better or wanted to make friends with people in foreign countries. (イ) of them wanted to know the culture and (ウ) of foreign countries.

In our school, the number of students who are interested in studying abroad is (エ) not so small, and I'm one of them. My dream is to be a Japanese language teacher for foreign people. There are many people who want to know about Japan in other countries. I'd like to go there and teach them Japanese language and culture. So, I'm going to study both English and Japanese. Also, I'm going to read a lot of books written about Japan. I'll do my best to realize my dream.

[注] study abroad 留学する language skill(s) 語学力 realize 実現する

Graph : Are you interested in studying abroad? 対象 : 全校生徒数 200 人

Very much. 20.0%	A little. 35.0%	Little. 30.0%	Not at all. 15.0%
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表 : 留学したらやってみたいことは何ですか。

対象 : 生徒数 110 人(複数回答あり)

語学力を向上させたい	60.9%
(オ)	59.1%
外国の文化や歴史を知りたい	50.0%
新しいことに挑戦したい	31.8%
外国での生活や勉強を体験したい	27.3%
その他	47.3%

① 下線部(ア)の単語を、最も適当な形に変えて書きなさい。

--

② 表を見て (イ) に適当なパーセント値を入れて意味が通るようにしなさい。

--

③ 表の内容をふまえて (ウ) に適当な英語を入れなさい。

--

④ 下線部(エ)の意味を表すのに最も適当な語句は、(1)～(4)のうちではどれですか。一つ答えなさい。

(1) very small (2) very large (3) small (4) large

--

⑤ 表の (オ) に入る回答を日本語で入れなさい。

--

3 英語の授業で日本人の海外活動について調べる課題が出され、Takashi(孝史)は東南アジア(Southeast Asia)での活動を取り上げた。次の英文は、その課題の発表原稿と Takashi が読んだ新聞記事の一部である。①～④に答えなさい。

There are some Japanese engineers working in Southeast Asia. Today I'll talk about them. Please look at this newspaper.

Japanese Water Filters Save People in Southeast Asia

People in Southeast Asia have (ア) water troubles for a long time.

Water from some rivers is not good to drink. Some Japanese engineers knew about the troubles and brought

water filters they made in Japan. Many people in Southeast Asia now use them to (イ) river water clean. Thanks to the Japanese engineers, they are easily able to get clean water to drink from rivers.

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(2)

In Japan (ウ) people can get clean water easily. When we want to drink it, we just turn on the tap. But in some places in Southeast Asia, it is (ウ) clean water. At first the engineers had many problems. Their (エ) didn't work well. They tried hard and finally found good ways to make them better. These (エ) are now used by many people in Southeast Asia.

In the future it will become more important for Japan to have strong relationship with foreign countries. I think there still will be many people who have troubles around the world. I want to be a great engineer and work for those people. The Japanese engineers didn't give up halfway. (オ), either.

〔注〕 engineers 技術者 water filter(s) 給水ろ過器 trouble(s) 悩み, 心配 thanks to ~ ~のおかげで
easily 簡単に turn on the tap 蛇口(じゃぐち)をひねる finally とうとう relationship 関係
give up ~ ~をあきらめる halfway 途中で ~ not ..., either ~も…しない

① (ア), (イ) にそれぞれ適当な英語1語を入れ、意味が通るように (ア) (イ) 下さい。

② (ウ) を含む1文が下線部(ウ)と反対の意味を表すように, (ウ) に適当な英語5語を入れなさい。ただし、意味上の主語に people を使いなさい。

③ 孝史が読んだ新聞記事をよく読んで, 2つの (エ) に適当な共通の英語2語を入れなさい。

④ あなたが発表者の孝史になったつもりで, (オ) に次の[]の語をすべて用いて6語以上の英語を書きなさい。ただし, []の語を用いる順序は自由とします。 [will, give, dream]

4 次の英文は、大学生(university student)の Michael(マイケル)の話聞いた後輩の中学生 Pat(パット)が書いた文章である。①~④に答えなさい。

When Michael was a student at our school, he had questions about many things. When Michael looked up at the sky, he thought, "Why are there clouds in the sky?" When Michael walked in a park, he thought, "How do these ants live? Where do those birds go?" He thought about his questions and studied to get the answers. He asked his parents and teachers some questions. He also read some books.

Especially, Michael was interested in spiders. He went to the park every Sunday to study about spiders. He wrote the things he found about them in his notebook and took many pictures of them. He saw (ア) many kinds of spiders in the park. One of the spiders was big and had long legs, another spiders was very small and had some colors. Michael found many things which were not in the books.

Michael continues studying about spiders in his university. He has many friends who study together. Michael said, "Many people don't like spiders, but they are important members of the earth. They eat harmful insects. They do a good thing for humans and animals."

Michael also said, "The most interesting thing is the spider web. It is very sticky, soft and strong, so spiders can get insects. I want to study about webs more and use the ideas from studying for our future." He asked me, "If I can make nice fibers like a web, what do you want to do with them?" I said, "Like a movie character, I want to use them to help people." Michael said, "Great!"

〔注〕 ant(s) アリ especially 特に spider(s) クモ leg(s) 脚 member 一員 harmful 有害な
insect(s) 昆虫 spider web クモの巣 sticky ねばねばしている fiber(s) 繊維
movie character 映画の登場人物

① マイケルの疑問や興味を持ったものが文章に出てくる順として最も適当なものは, (1)~(4)のうちではどれですか。一つ答えなさい。
(1) クモ→雲→鳥の行方 (2) 雲→鳥の行方→クモ (3) 鳥の行方→クモ→雲 (4) 雲→クモ→鳥の行方

② (ア) に適当な日本語を入れて, 下線部(ア)を具体的に説明しなさい。
クモの1匹は (ア)。また別のクモは (ア)。

③ 英文の内容と合っているのは, (1)~(5)のうちではどれですか。当てはまるものをすべて書きなさい。

- (1) When Michael saw ants in a park, he wanted to know how the ants lived.
- (2) Ants are harmful insects.
- (3) When Michael was a student at Pat's school, he was more interested in the spiders than the ants.
- (4) Michael thought about his questions and studied to get the answers without someone's help.
- (5) Michael began to study about spiders in his university.

④ 英文の内容をもとに, 次の(1), (2)の質問の答えを英語で書きなさい。

(1) Why spiders can get insects?
(ア)

(2) When nice fibers like a spider web are made, what does Pat want to do with them?
(ア)

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第2回
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計

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① Daniel : I heard you went to Okinawa last summer, Akemi.
Akemi : Yes, I did. I visited Okinawa with my family on August 15.
Daniel : [] long did you stay there?
Akemi : We stayed there for six days. We had a very good time.

[]

② Akemi : Oh! Hi, Daniel. What are you doing here?
Daniel : Hi, Akemi. I'm waiting for a bus. I've waited for 15 minutes but it [] not come yet.
Akemi : I see. I hope it'll come soon.
Daniel : Look! The bus is coming.

[]

③ Akemi : Hi, Daniel! You are wearing a nice baseball cap.
Daniel : Thank you. It's a birthday present from my sister. Today is my birthday.
Akemi : Oh, really? [] to you. Did you get any other presents?
Daniel : Yes. My father gave me a book. And my mother gave me a belt.

[]

2 次の英文は、Hiroshi(博志)と Nancy(ナンシー)の電子メールでのやり取りである。①～⑤に答えなさい。

Hi, Nancy.
I went to Australia with my brother six days ago and ^(ア) come back to Japan yesterday. In Australia we visited beautiful places and took a ^(イ) pictures. I am sending you some of the pictures I took with this e-mail. I hope you'll like them.
I will talk about my time in Australia in my English class next week.
^(ウ) To speak English is not easy for me. So ^(エ) ^(オ) Do you have time next Saturday?
Hiroshi

Hi, Hiroshi.
Thank you for your e-mail and beautiful pictures. I like them very much. I want to go to Australia, too!
Next Saturday, I will go to the city library in the morning, but I will come back before twelve o'clock. I can see you and help you in the afternoon.
Nancy

① 下線部(ア)の単語を、最も適当な形に変えて書きなさい。

[]

② [] (イ) に適当な英語2語を入れて意味が通るようにしなさい。

[]

③ 下線部(ウ)の文を、It を主語にして書きかえなさい。

[]

④ 電子メールの内容を踏まえて、[] (エ) に適当な英語を入れなさい。

[]

⑤ 下線部(オ)とほぼ同じ内容を表すのに最も適当なことは、(1)～(4)のうちではどれですか。1つ答えなさい。

- (1) What time is it (2) Are you sure you have a watch
(3) Are you free (4) Will you buy a new clock

[]

3 学校の創立70周年の記念日を祝うために、生徒たち30人が project(企画)の案を英語で書いて森田先生(Ms. Morita)に提出し、授業で話し合った。次の英文は、その project の案、授業の様子などである。①～④に答えなさい。

Idea 1
School Mascot (Hoshino Midori)
Let's make a school mascot! If we make a mascot, we will love our school more. We will ask other students to draw pictures of mascots and then we will decide which one is the best.

Idea 2
Recycling (Yamada Satoru)
How about doing something good for the Earth and our school? We can bring cans and plastic bottles to our school. Then if we sell them, someone will use them again. With the money from selling cans and plastic bottles, we can make something for our school.

Idea 3
^(ア) Bottle Cap Art (Teshima Aya)
How about making a picture with plastic bottle caps? Many plastic bottle caps are white, but some are blue, orange, green, or red. If we have many caps, we can make a big picture that looks great.

Ms. Morita was very happy to read all thirty ideas from her students. It was difficult to decide the best one, but she thought that the ideas from Midori, Satoru and Aya were very good.

Making a big picture sounded very exciting to her. She knew that Aya thought of this idea because she was in the art club. Midori's idea was also interesting. Many cities in Japan have their own mascots and people love them. A mascot made by the students may become very special to the school. She also liked Satoru's idea. By bringing cans and plastic bottles to our school and selling them, [] (イ).

When Ms. Morita talked about these three ideas with her students in English class, one student, Natsuki said, "How about using all three ideas?" Ms. Morita was surprised, but she said, "You're right. First, we need to decide what mascot is the best for our school.

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(2)

Next, we will bring many cans and plastic bottles to our school and sell them. We can use the money to buy things we need for our project. We also need to find many plastic bottle caps. Last, we (ウ)." Everyone in the class agreed. They were all very excited.

[注] mascot マスコット recycling リサイクル can 缶 plastic bottle ペットボトル
cap (ペットボトルなどの)ふた

① 下線部(ア)について、森田先生はなぜ Aya(アヤ)がこのアイデアを考えたことを知っていたのか、その理由を日本語で説明しなさい。

② (イ)に入れるのに最も適当なのは、(1)~(4)のうちではどれですか。1つ答えなさい。

- (1) the students love their school more (2) the students learn how to help the Earth and our school
(3) the students can buy a big mascot (4) the students can make a big mascot

③ Idea 1, 2, 3とそのねらい・目的との組み合わせとして適当でないのは、(1)~(4)のうちではどれですか。1つ答えなさい。

- (1) Idea 1 — 母校愛 (2) Idea 2 — 環境保全 (3) Idea 2 — 廃品回収 (4) Idea 3 — 資金集め

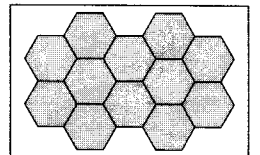
④ (ウ)に適当な英語を入れて Ms. Morita(森田先生)の説明を終える場合、どのような日本語を英語にすればよいか、最も適当なものは(1)~(4)のうちではどれですか。

- (1) ペットボトルのふたで大きなスクールマスコットの絵を作ります。
(2) ペットボトルで大きなスクールマスコットを作ります。
(3) ペットボトルで作った多くのスクールマスコットを売ります。
(4) できるだけ多くのペットボトルのふたを集めます。

4 次の英文は Satoko(聡子)が学んだ technology(科学技術)に関するものである。①~④に答えなさい。

One day, Satoko learned about some technologies in Mr. Oda's science class. Mr. Oda said to the students, "In Japan a lot of robots are used in many places now. They do many things for people every day." Satoko said, "I know some robots can walk and use their hands." Mr. Oda said, "Yes. People are always trying to make better robots."

Satoko became interested in new technologies, so after school she studied about them in the school library. There she saw one of her friends, Billy, and they started talking about technologies. Billy said, "I enjoyed Mr. Oda's science class today." Satoko said, "Me, too. I think technologies will become more advanced in the future." Billy said, "I think so, too." Then he showed her a book and said, "This book is really interesting to me. It's about great scientists who invented new technologies. I've learned that sometimes we can get good ideas for new technologies from things around us." Satoko said, "(ア) That sounds interesting. Oh, I know one example. Have you heard about honeycomb structure?" Billy said, "Well, it is made of many hexagons, right?" Satoko said, "That's right. Metals which have honeycomb structure are light, and also they are very strong. So they are used for many things. For example, they are used to make the bodies of airplanes." Billy said, "I didn't know that. I want to learn more about honeycomb structure on the Internet."



honeycomb structure

At dinner, Satoko talked with her family about technologies. She said, "I want to be a scientist, so I should study science, math, and other subjects hard." Her father said, "That's good. If you want to be a good scientist, try to look at things in different ways." Satoko said, "I see. In the next English class I am going to make a speech. I will tell my friends about the things I learned today." Her father said, "I hope your friends will enjoy your speech."

[注] robot ロボット advanced 進歩した invent ~を発明する honeycomb structure ハニカム構造(ハチの巣状の構造)
be made of ~ ~でできている hexagon 六角形 metal 金属 light 軽い airplane 飛行機 way 方法

① イラストの honeycomb structure(ハニカム構造)を持つ金属の特質として適当なものは、(1)~(5)のうちではどれですか。2つ答えなさい。

- (1) とても安い (2) 軽い (3) 速い (4) とても強い (5) 伸ばしやすい

② 下線部(ア)が表すことを日本語で説明しなさい。

③ 下線部(イ)の夕食で Satoko(聡子)の父親が、よい科学者になるための心得として言ったことを日本語で書きなさい。

④ 英文の内容をもとに、次の(1),(2)の質問の答えを英語で書きなさい。

(1) Will Satoko make a speech in science class?

(2) What subjects should Satoko study hard to become a scientist?

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計

注意 英語で書くところはどの書体で書いてもよい。

1 次の①～③の [] に適当な英語を入れ、それぞれが自然な会話になるようにしなさい。

- ① John : Do you know that woman singing under the tree?
 Keiko : Yes. She is Ms. Tanaka.
 John : Why do you know her?
 Keiko : Because she is a [(ア)] at my school. I learn music from her.
- ② Mary : What are you looking at?
 Tom : I'm looking at a picture. I went to the sea with my friend.
 Mary : Can you show it to me?
 Tom : Sure. [(イ)] you are.
- ③ Yuki : Is this bag yours?
 Keita : No. It's not mine.
 Yuki : Do you know [(ウ)] bag it is?
 Keita : I think it is Masao's because he likes its color.

(ア)	(イ)	(ウ)
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2 次の英文は、光一(Koichi)とマイク(Mike)の会話の一部である。右のスケジュール表も見て、①～④に答えなさい。

- Koichi : My club has a camp every year. We'll stay in a club camp on [(ア)] 26 and 27.
 Mike : What do you do in the camp?
 Koichi : In the morning we practice baseball, and in the afternoon we have practice games with other members in my club.
 Mike : Well, (イ) different / is / from / there / anything) the practice at school?
 Koichi : Yes, high school students coach us. They play baseball very well. Their training is hard, so we get very tired.
 Mike : [(ウ)]
 Koichi : At nine thirty in the evening. But many of the members sleep before that.
 Mike : I see. Do you have to cook your lunch and dinner?
 Koichi : No, we don't. But we must clean the dishes and the table.
 Mike : It is fun to have lunch and dinner, take a bath and sleep with other members, isn't it?
 Koichi : Yes, I enjoyed the camp last year. But after the camp, the third year members stop (エ) play baseball in the club activity.
 Mike : Really? Why?
 Koichi : Because they have to study hard to be high school students.
 Mike : [(オ)]
 Koichi : Yes, we'll give some flowers to them on the second day of the camp.
 Mike : Oh, that's nice.

スケジュール表

1日目(7月26日)の予定	
8:45	野球部室に集合
9:00~ 9:30	開始ミーティング
9:30~12:00	練習(守備を中心)
12:00~13:30	昼食・片付け
13:30~16:00	練習試合
16:00~16:30	掃除
16:30~18:30	入浴・夕食・片付け
19:00~20:00	終了ミーティング
21:30	就寝

[注] camp 合宿 coach 指導する training 特訓 sleep 眠る clean きれいにする dish 皿
 take a bath 風呂に入る activity 活動 flower 花

- ① [(ア)] に入れるのに適当な英語1語を書きなさい。 []
- ② 下線部(イ)の語をすべて用いて、意味が通るように並べ替えなさい。
 Well, [] the practice at school?
- ③ あなたが Mike になったつもりで、 [(ウ)] , [(オ)] に1文の英文を入れて、対話をそれぞれ完成させなさい。
 [(ウ)]
 [(オ)]
- ④ 下線部(エ)の単語を、最も適当な形に変えて書きなさい。 []

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(2)

3 次の英文は、Jiro(ジロー)が右のポスターを見ながら、Tony(トニー)と交わしている会話の一部である。①～④に答えなさい。

Tony : Hi, Jiro. What are you doing?
 Jiro : Hi, Tony. I'm looking at a poster about an emergency drill. ^(ア) They will hold it on October 7. They hold it only twice a year.
 Tony : Are you going to take part in it?
 Jiro : Yes, I am. I take part in it with my family every year.
 Tony : What will they do in the emergency drill?
 Jiro : They'll show us how to use a fire extinguisher and an AED.
 Tony : ^(イ) But I have never used them before.
 Jiro : I think it is not difficult for you to use them.
 Tony : I see. Can anyone take part in the emergency drill?
 Jiro : Yes, anyone in this city can take part in it. If we have a big earthquake, we can take shelter in our school.
 Tony : I see. I hear there are a lot of earthquakes in Japan. Is that right?
 Jiro : ^(ウ) Yes. Earthquakes always ^(エ) make us sad. So I think this kind of emergency drill is very important for us.

2012年度 第1回防災訓練
 主催：南町消防署
 日時：10月7日(日)
 午前10:00～12:00
 場所：南中学校校庭
 訓練内容：消火器の使い方
 AEDの使い方

[注] emergency drill 防災訓練 hold ～を開催する twice a year 年に2回 take part in ～ ～に参加する
 fire extinguisher 消火器 AED 心臓の動きを正常に戻すための医療機器 earthquake 地震
 take shelter 避難する kind 種類

- ① 下線部(ア)の指すものを日本語で書きなさい。
- ② ^(イ) に入れるのに最も適当なものは、(1)～(4)のうちではどれですか。
 (1) That's too bad. (2) That sounds interesting. (3) That looks nice. (4) That's right.
- ③ に適当な日本語を入れて、下線部(ウ)で Jiro が "Yes." と答えた内容を説明しなさい。
 こと。
- ④ 下線部(エ)と同じ意味の make を含むのは、(1)～(3)のうちではどれですか。
 (1) He can make her happy. (2) They will make lunch together. (3) Can you make me a sweater?

4 次の英文は、Keiko(恵子)が行ったスピーチの原稿である。①～④に答えなさい。

Do we have only one face? I think you will say, "Yes." Indeed we have only one face when we talk about it as a part of the body, but our faces do not always look the same. For example, when we are happy, our faces look happy. When we are sad, our faces look sad. So ^(ア) we can say that we have many faces.

Cities have many faces, too. From Monday to Friday the streets of the cities look very busy. Some people try to walk fast, and drivers try to drive faster. People walking on the streets don't know where other people are going, where they live, or ^(イ) they are going to do. So they don't say "Good morning" to people they don't know. This is one of the faces that cities show to you.

^(ウ) On holidays, the face of the cities looks different. Streets are not very busy. People on the streets have more time to think about others and look more relaxed. This is another face of cities.

Cities also have a different face in the morning and in the evening. Get up early in the morning to go out for a walk, and you will find many different faces. On a clear morning, birds are flying over the trees. In the evening, when it gets dark, the lights of the cities show you a different face of the cities.

If you can change your point of view, you can find some interesting faces of your city. It is wonderful to find something new in the things we see every day.

[注] face 顔 indeed 確かに as ～ ～として body 体 not always ～ いつも～だとは限らない city 町
 drivers 運転手 drive 運転する others 他人 relaxed くつろいだ for the first time 初めて
 clear 澄んだ, 晴れた point of view 見方

- ① 下線部(ア)のように言える理由を、具体的に説明しなさい。
- ② ^(イ) に入れるのに適当な英語1語を書きなさい。
- ③ 下線部(ウ)の理由として最も適当なのは、(1)～(4)のうちではどれですか。
 (1) 休みの日には、他人と顔を合わせなくなるから。 (2) 休みの日には、町がとてもさびしくなるから。
 (3) 休みの日には、人も町もゆとりがあるから。 (4) 休みの日には、自宅でゆっくりできるから。
- ④ 次の質問の答えを、英語で書きなさい。
 What should we do to find some interesting faces of our city?

受検 番号	(算用数字)	志願校
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第4回
英語 (45分)

英(1)	(2)
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計

注意 英語で書くところはどの書体で書いてもよい。

1 次の英文は、図書委員の生徒たちが「図書館だより」をもとにして、昼休みに放送するために書いた原稿である。英文の (ア) ~ (エ) に入れるのにそれぞれ適当な英語1語を、(オ)、(カ) にそれぞれ適当な日本語または数字を入れなさい。

Hello. Welcome to Lunch Time News. A new school year has started. How are your classes? Today's news is about our school library.

You know, it's on the second floor and is open from eight o'clock in the morning to (ア) o'clock in the afternoon. We have good news. From this week, you can also use it (イ) Saturdays.

Our school has a long history, so we have a lot of books in the library. Now, there are about fifteen thousand. Also new books come to the library every (ウ).

We have made a special place in the library. There you can find your teachers' favorite books and every (エ) teachers come to the library and talk about those books. Please come and join us.

This is the end of Lunch Time News. Thank you for listening.

[注] floor 階 history 歴史 end 終わり

図書館だより 4月号

☆開館時間 午前 8:00 ~ 午後 5:00

♪今週から土日も利用できます♪

☆蔵書 約 (オ) 冊あります。
毎月新刊書も入りますよ。

☆スペシャルコーナー☆
先生たちの (カ) 本をそろえています。毎週水曜日は、先生がその本について話をさせていただきます。ぜひ来てご参加ください。

(ア)	(イ)	(ウ)	(エ)
	(オ)	(カ)	

2 次の英文は、Miki(美紀)と Bob(ボブ)の会話の一部である。右のちらしも見て①~④に答えなさい。

Miki : Hi, Bob.

Bob : Hi, Miki. You were talking about homestay programs yesterday.

Which program are you going to join?

Miki : I haven't decided yet. But I want to join one of these programs.

Bob : Can you tell me about the programs?

Miki : Sure. Each program has some good points. In program A, I can study English at a language school in the (ア) every day. But...

Have you ever been to a farm in Canada?

Bob : (イ) People were very kind and I made many friends there. I enjoyed staying on farms very much.

Miki : Really? Now I'm interested in this activity. Let's look at other programs. In program B, I can visit museums. But my music club will have a concert on July 28. This program will start before the concert. So, (ウ)

Bob : Well, how about program C? You can teach (エ) to some children.

Miki : Do many children learn Japanese in Australia?

Bob : Yes. Many children learn it at school.

Miki : Oh, that's interesting. Also, I've wanted to go to this country since I was a child. I'll join the program.

Bob : Miki, some children will ask you some questions about Japan. (オ) You should be able to talk about your own country.

Miki : I see. I will start to study more about Japan.

[注] homestay ホームステイ program プログラム decide 決める point 点 Canada カナダ farm 農場 activity 活動 museum 博物館 before ~ ~の前に concert コンサート be able to ~ ~することができる

中学生ホームステイプログラム			
コース	プログラム A	プログラム B	プログラム C
滞在国	カナダ	アメリカ	オーストラリア
期間	7/31~8/15	7/25~8/11	8/1~8/21
語学研修	午前(毎日)	午後(月水金)	午前(月木)
体験活動	農場宿泊	博物館見学	子どもに日本語を教える

① (ア), (エ) に入れるのにそれぞれ適当な英語1語を書きなさい。

(ア)	(エ)
-----	-----

② (イ), (ウ) に入れるのにそれぞれ最も適当なのは、(1)~(4)のうちではどれですか。

- | | |
|---|---|
| (イ) { <ul style="list-style-type: none"> (1) Yes, I've been to some farms before. (2) No, I've never been to any farms. (3) Yes, I've known the farm. (4) No, I've never joined the homestay program. | (ウ) { <ul style="list-style-type: none"> (1) I can join the program. (2) I will have the concert. (3) I can't join this program. (4) I will visit some museums. |
|---|---|

(イ)	(ウ)
-----	-----

③ 下線部(オ)のように言ったのはなぜですか。日本語で説明しなさい。

④ 対話文の内容に合っているのは、(1)~(4)のうちではどれですか。1つ選びなさい。

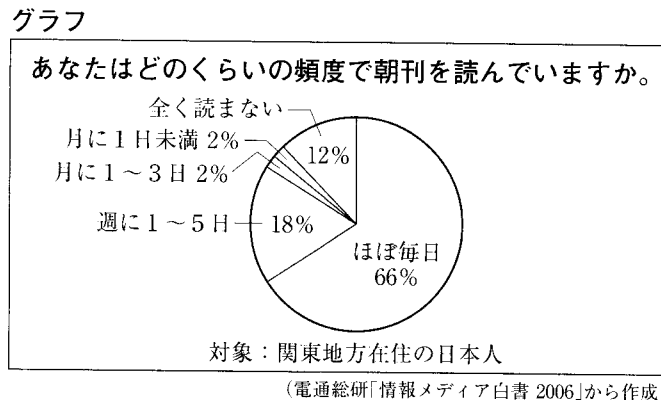
- (1) Bob is also in the music club and he will join the concert with Miki.
- (2) Miki talked with Bob about homestay programs, then she decided to join the program C.
- (3) In Australia, there are not so many children who learn Japanese.
- (4) Miki has wanted to visit America for a long time.

受検 番号	(算用数字)	志願校	
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(2)

3 次の英文は、Cathy(キャシー)がグラフを見ながら、Ryuji(竜二)と交わしている会話の一部である。①～③に答えなさい。

Cathy : Look at this graph, Ryuji. What do you think?
 Ryuji : I'm surprised. Many people read morning newspapers almost every day. I read them only two or three days a week, like the (ア) of the people in this graph. Do you read them every day?
 Cathy : Yes, almost every day, like the (イ) of the people in this graph.
 Ryuji : Why do you like reading newspapers so much?
 Cathy : Because I can get information about the world from them. How do you get information when you don't read newspapers?
 Ryuji : I (ウ) every day.
 Cathy : Well, TV is OK. I like it, too, but newspapers give us a good chance to practice reading and learn many words we didn't know.
 Ryuji : Oh, I see. I should read newspapers more often to have (エ) that chance.



[注] graph グラフ newspaper 新聞 almost ほとんど ~ a week 1週間に~ information 情報 chance 機会

- ① (ア), (イ) に入れるのにそれぞれ最も適当なのは、(1)~(4)のうちではどれですか。
 (1) 66% (2) 18% (3) 2% (4) 12%
- ② (ウ) に入れるのに最も適当なのは、(1)~(4)のうちではどれですか。
 (1) read newspapers (2) get information (3) watch TV (4) learn words
- ③ 下線部(エ)の内容を日本語で説明しなさい。

(ア) (イ)

4 次の英文は、Yumi(由美)が行ったスピーチである。①～④に答えなさい。

"Do you like English?" If someone asks me this question now, I will say, "Yes!" But when I started studying English, I didn't like it.
 I have a brother. He is eleven years old. In his school, an ALT comes every week. He enjoys singing songs, playing games and talking with his ALT at school. He enjoys studying English (ア), too. He sings the English songs he learned in front of us many times. He says the English words he learned again and again in his room. When he wants to know how to say something in English, he often shows it to me and asks, "(イ)". He doesn't use so many English words. But he really likes to study English. I think he is a good learner of English. As for me ..., (ウ) I was not a good learner of English. I was not interested in studying English.
 One day, our English teacher, Mr. Hayashi, said to us, "Next Thursday, a group of students from China will visit our school. First, we will meet them in the gym. Then, they will come to our class to learn English with us. Will you make speeches in English to introduce Japan to them? Please choose something to talk about like beautiful places in Okayama, Japanese culture or our school life."
 When I heard this, I was afraid of making mistakes in my English speech. But Mr. Hayashi said, "Don't be afraid of using English. Making mistakes will make your English better. Just try!"
 His words cheered me. There were many things that I wanted to tell the Chinese students. (エ) not / for / easy / was / choose / me / to / it an example to introduce Japan. At last I decided to introduce Okayama Castle.
 On Thursday, I made a speech in the class. I said:
 Today I want to talk about Okayama Castle. I love it because it is very beautiful. And you can get a nice view of Okayama city from the top of the castle. I hope you will visit the castle during your stay here.
 After our speeches, we talked about each other's school life in English. I was happy because my English was not so good but the Chinese students understood me. I think it's good to practice English again and again when we study it. But that's not enough. To have something which you really want to tell in English is also important.

[注] ALT 外国人指導助手 in front of ~ ~の前で learner 学習者 as for me わたしについて言えば
 group グループ gym 体育館 introduce 紹介する choose 選ぶ
 be afraid of ~ ~ではないかと心配する, 恐れる make mistakes 間違いをする cheer 元気づける at last ついに
 decide 決める castle 城 top 頂上 stay 滞在 Chinese 中国の enough 十分な

- ① (ア), (イ) に入れるのにそれぞれ最も適当なのは、(1)~(4)のうちではどれですか。
 (ア) (1) at school (2) at his class (3) at home (4) at his ALT's house
 (イ) (1) Do you like English? (2) Where is your textbook?
 (3) What does this word mean in Japanese? (4) What's this in English?
- ② 下線部(ウ)のように思ったのはなぜですか。日本語で説明しなさい。

(ア) (イ)

- ③ 下線部(エ)の単語をすべて用いて、意味が通るように並べかえなさい。ただし、文頭にくる語は大文字で始めなさい。

an example to introduce Japan.

- ④ 本文の内容と合っているのは、(1)~(4)のうちではどれですか。1つ選びなさい。
 (1) It is exciting for Yumi to sing songs, play games and talk with her ALT at school.
 (2) Chinese students came to Yumi's brother's school and to learn English with his classmates.
 (3) Yumi made a speech to introduce Okayama Castle to Chinese students.
 (4) When Yumi talked with Chinese students, she was not very happy because she was not good at English.

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第5回 英語

(15分)

英(1)	(2)
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計

注意 英語で書くところはどの書体で書いてもよい。

1 右の表は、中学生の佐藤さんが「日曜日に主に何をするか」というテーマでクラスの生徒にアンケート調査をした結果をまとめたものである。次の英文は、それをもとに書いた英語でスピーチをするための原稿である。英文中の (ア) ~ (エ) にはそれぞれ最も適当な英語1語を、(オ) , (カ) には適当な日本語を入れなさい。

How do you usually spend time on Sunday? Seventeen students say that they play sports. Among the boys, baseball is the (ア) popular sport of all. Ten students study at home. They say that they are busy because they have a lot of (イ). Five students say that they enjoy their hobbies. I am one of them, and I like (ウ) books. One student plays the guitar (エ) by his father. There are four students who help their families. For example, some students clean their houses, others go shopping for dinner.

項目	人数	スピーチに加えたい情報
スポーツ	(オ)	男子の間では野球が一番人気
家で勉強	10人	宿題が多いので忙しい
趣味	5人	私もその1人で、本を読むのが好き 父が作ったギターをひくという生徒が1人いる
家族の手伝い	4人	例えば、家の掃除や (カ)

〔注〕 spend 過ごす busy 忙しい hobbies hobby(趣味)の複数形 guitar ギター clean 掃除する

(ア)	(イ)	(ウ)	(エ)
	(オ)	(カ)	

2 次の英文は、Akane と Mr. Brown の会話の一部である。右のポスターも参考にして、①~④に答えなさい。

Akane : I'm going to run in the City Marathon.
 Mr. Brown : Really? Do you like running?
 Akane : Yes, I love it. When I joined the marathon last year, I found that running was fun.
 Mr. Brown : That's great. Did you enjoy it?
 Akane : Well ..., that race was very hard for me, so (ア) .
 Mr. Brown : Oh, did you give up?
 Akane : No. During the race, a lot of people cheered me loudly. When I reached the finish line, I was very happy. I learned an important thing from the marathon. When we do something, we must not give up.
 Mr. Brown : Oh, you had a wonderful experience in the race! I like to run, too. Can I join it?
 Akane : Sure. But you must run twenty kilometers. I'm a (イ) student, so I will run ten kilometers.
 Mr. Brown : OK. I need to pay (ウ) yen, right?
 Akane : Yes, you do. Your race will start at nine o'clock.
 Mr. Brown : I see. Won't they have the marathon if it rains?
 Akane : (エ)

第12回 市民マラソン大会

日時：平成 22 年 3 月 5 日(日)
雨天決行

集合場所：中央公園

問い合わせ先：〇〇市体育協会

参加費：1人 200円

種目	距離	スタート時刻
一般	20km	午前 9:00
高校生	10km	午前 9:30
中学生	5km	午前 10:00

〔注〕 marathon マラソン race レース cheer(ed) 励ます loudly 大声で reach(ed) 着く finish line ゴール
 experience 経験 kilometer(s) キロメートル pay 支払う yen 円(日本の通貨単位) rain(s) 雨が降る

① (ア) , (エ) に入れるのにそれぞれ最も適当なのは、(1)~(4)のうちではどれですか。

- | | | | | | |
|-----|---|-----|---|-----|-----|
| (ア) | (1) I gave up the race.
(2) I wanted to give up running.
(3) I reached the finish line soon.
(4) I wanted to keep running. | (エ) | (1) Yes, they will.
(2) No, they won't.
(3) They will have it next Sunday.
(4) They will have it at ten. | (ア) | (エ) |
|-----|---|-----|---|-----|-----|

② 下線部の内容を具体的に日本語で書きなさい。

③ (イ) , (ウ) にそれぞれ最も適当な英語2語を入れなさい。

(イ)	(ウ)
-----	-----

④ 会話文の内容に合っているものは、(1)~(4)のうちではどれですか。

- (1) Akane couldn't reach the finish line last year.
- (2) Mr. Brown doesn't like running so much but he will join the City Marathon.
- (3) Mr. Brown's race will start at nine o'clock in the morning.
- (4) Both Akane and Mr. Brown have to run 20 kilometers.

受検 番号	(算用数字)	志願校	
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(2)

3 次の英文は、KentaとAmyの会話の一部である。右の表も参考にして、①～③に答えなさい。

At Okayama Station, Kenta is a junior high school student. He is waiting for Amy. She is an exchange student from Australia. She is going to stay at his house for a month.

岡山駅から Kenta の家までの交通手段別所要時間と運賃

	タクシー	バス	電車	徒歩
所要時間	約 15 分	約 25 分	約 30 分	約 75 分
運賃	1,200 円	230 円	180 円	0 円

Kenta : Excuse me, are you Amy?

Amy : Yes. Oh, are you Kenta?

Kenta : Yes. Nice to meet you.

Amy : Nice to meet you, too. (ア) Was it easy to find me?

Kenta : No. There were so many people when the Shinkansen arrived, but at last I could find you because of your big suitcase.

Amy : I see. Thanks to this suitcase, everyone was nice to me in the crowded train.

Kenta : That's good. Now let's go to my house. My family is waiting for you. Shall we (イ)? You have a big suitcase and this is the fastest way.

Amy : OK. How do you usually go home from Okayama Station?

Kenta : I usually (ウ). Taxis are too expensive. Buses are more expensive than trains, but buses stop near my house. So buses are more convenient. And (エ)(for / is / to / difficult / me / walk / it) from Okayama Station to my house every time.

[注] exchange student 交換留学生 at last ついに because of ~ ~のために suitcase スーツケース
thanks to ~ ~のおかげで crowded 混雑した way 方法 taxi(s) タクシー expensive 高価な
bus(es) バス stop 止まる convenient 便利な

① (ア) に入れるのに最も適当なのは、(1)~(4)のうちではどれですか。

- (1) May I help you? (2) See you next time. (3) You're welcome. (4) Thank you for coming.

② (イ), (ウ) に入れるのにそれぞれ最も適当なのは、(1)~(4)のうちではどれですか。

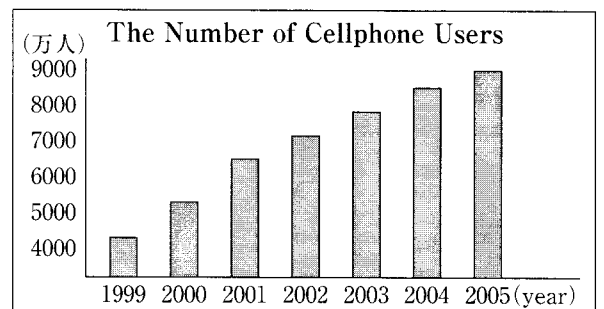
- (1) take a taxi (2) take a bus (3) take a train (4) walk [注] take (乗り物)に乗る

③ 下線部(エ)の語をすべて用いて、意味のとおり英文になるように並べかえなさい。

And _____ from Okayama Station to my house every time.

4 次の英文は、Harukaが英語のスピーチコンテストで、携帯電話(cellphone)について発表したときのものである。これを読んで、①～④に答えなさい。

Cellphones are very popular in Japan, and many people use them today. People always carry them when they go out, and they use them at home, too. Look at the graph on the right. The graph says that the number of cellphone users went up in a very short time. In (ア), the number of cellphone users went over eighty million people for the first time.



Cellphones are useful for communication, and their functions are getting better. Today you can send e-mails, listen to music and even watch TV. You can get a lot of useful information through the Internet.

But cellphones make some problems for us, too. Last Saturday when I was eating dinner with my family at a restaurant, a young man and a young woman sat at the table near us. Soon they started sending e-mails on their cellphones without talking with each other. Even when they were having their dinner, they didn't stop sending e-mails. My mother said to me, "I often see young people like them. They don't enjoy talking with each other. (イ) I don't think cellphones are good for young people."

There are other problems with cellphones. Many students (ウ) have a cellphone don't spend much time with their family. When the children finish eating dinner, they soon go back to their rooms and start sending e-mails to their friends.

I think we lose something by using cellphones too much. Let's spend a week without using cellphones. If you do it, (エ) your life will be changed. You can enjoy talking more with your friends. You can have a good time with your family.

[注] graph グラフ user(s) 利用者 over 超えて million 100万の function(s) 機能 information 情報
young 若い sat sit の過去形・過去分詞形 spend 過ごす lose 失う change(d) 変える

① (ア), (ウ) に入れるのにそれぞれ最も適当なのは、(1)~(4)のうちではどれですか。

- (ア) (1) 2002 (2) 2003 (3) 2004 (4) 2005

- (ウ) (1) who (2) which (3) when (4) what

② 下線部(イ)について、次の _____ に適当な日本語を入れて、そのように母親が考えた理由を表す文を完成させなさい。

若者が _____ をしないで、携帯電話で _____ から。

③ 下線部(エ)について、生活がどのように変わるか、その具体例を2つ、日本語で書きなさい。

④ 本文の内容と合っているのは、(1)~(4)のうちではどれですか。

- (1) Many people carry cellphones when they go out, but only a few people use them at home.
 (2) Cellphones are useful because we can do many things with them.
 (3) Haruka's mother thought the young man and the young woman had to stop talking about cellphones.
 (4) Today, many students like spending time with their family better than sending e-mails to their friends.