

## 1

## リスニングテスト

## 出題パターン

放送の指示にしたがって答えなさい。放送を聞きながらメモをとってもかまいません。



(ア) チャイムのところに入るアンの言葉として最も適するものを、次の1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

- No. 1
1. I have been very busy since last week.
  2. I've seen it many times.
  3. It was so exciting that I want to see it again.
  4. It was difficult for me to play with them.

- No. 2
1. Oh, she will be glad to see you.
  2. I see. You had a great time there.
  3. It will be fun for her to visit Kyoto with you.
  4. Good. There are many good places to visit in Kyoto.

- No. 3
1. Yes, we had enough time.
  2. Yes, but you don't have much time.
  3. No. It has already started.
  4. No. I won't come back.

No. 1 [        ]    No. 2 [        ]    No. 3 [        ]

(イ) 対話の内容を聞いて、それぞれの **Question** の答えとして最も適するものを、あとの1～4の中から一つずつ選び、その番号を答えなさい。

No. 1 **Question : What will Saki try to do ?**

1. She will try to look for interesting books by Natsume Soseki.
2. She will try to read Japanese stories written in English.
3. She will try to write Japanese stories in easy English.
4. She will try to find a good dictionary for reading English books.

No. 2 **Question : What can we say about Henry and Saki ?**

1. Henry and Saki met Yumi yesterday and talked about a gift.
2. Henry and Saki want to give a gift to each other.
3. Henry asked Saki to help him with a gift for Yumi.
4. Henry and Saki will go to see Yumi together next Saturday.

No. 1 [        ]    No. 2 [        ]

## ◇出題傾向

- ① 対話文を聞き、チャイムのところに入る言葉を選ぶ形式。→出題パターン(ア)
- ② 対話文を聞き、質問の答えを選ぶ形式。→出題パターン(イ)
- ③ 英文を聞き、資料の空所に適する語句の組み合わせを選ぶ形式。→出題パターン(ウ)
- ④ 英文を聞き、資料を見ながら質問の答えを選ぶ形式。
- ⑤ 英文を聞き、空所に適する英語を書く形式。

(ウ) ALT のキング先生 (Ms. King) が、大学 (university) に通う自分の弟について、ユミのクラスでスピーチをします。スピーチを聞いて、次の No. 1 と No. 2 の問いに答えなさい。

No. 1 スピーチを聞いてユミが作った次の〈メモ〉を完成させるとき、 ① ~  ③ の中に入れるものの組み合わせとして最も適するものを、あとの 1 ~ 6 の中から一つ選び、その番号を答えなさい。

〈メモ〉

Ms. King's Speech

- Ms. King is from Australia.
- Ms. King has a brother. His name is Fred.
- Fred is twenty years old, and Ms. King is  ① years old now.
- Ms. King's family lived in  ② when she was thirteen.
- Fred studies the Chinese language and  ③ at a university in Sydney.

- |                   |             |           |
|-------------------|-------------|-----------|
| 1. ① twenty-six   | ② Japan     | ③ art     |
| 2. ① twenty-seven | ② Japan     | ③ history |
| 3. ① thirty       | ② China     | ③ music   |
| 4. ① twenty-six   | ② China     | ③ history |
| 5. ① twenty-seven | ② Australia | ③ art     |
| 6. ① thirty       | ② Australia | ③ music   |

No. 2 スピーチを聞いた翌日にユミがキング先生にあてて書いた次の〈メッセージ〉を完成させるとき、 ④,  ⑤ の中に入れるものの組み合わせとして最も適するものを、あとの 1 ~ 3 の中から一つ選び、その番号を答えなさい。

〈メッセージ〉

Ms. King, thank you for your interesting speech yesterday. You \*were born in Australia, moved to China and  ④ now! I think that's great. Actually, I have never been abroad before. I want to travel to foreign countries someday, but I'm not good at speaking English. I  ⑤ that. Ms. King, how did you learn foreign languages? Please tell us about that in the next class.

\*be born : 生まれる

- |                            |                     |                                |
|----------------------------|---------------------|--------------------------------|
| 1. ④ teach at a university | ⑤ cannot understand |                                |
| 2. ④ cook Chinese food     | ⑤ am glad to hear   |                                |
| 3. ④ work in Japan         | ⑤ am worried about  | No. 1 [     ]    No. 2 [     ] |

**ポイント**

1 回目の放送でメモを取りながら大筋の内容をつかみ、2 回目により正確な内容を把握する。

(ア)は、対話の流れをつかみ、チャイムの部分で自分なら何と言うかを考えながら聞くとよい。

(イ)は、あらかじめ **Question** を読み、質問の内容をつかんでおくことと放送を聞くときにポイントを押さえやすい。

(ウ)は、聞き取った情報をもとに、複数の資料を完成させる思考力が試される。No. 1 はあらかじめ指示を読み、聞き取りのポイントをつかんだ上で、キーとなる情報を正確に聞き取り、整理する力をつけておくことが大切。

No. 2 は、放送された英文に関する別の英文を完成させる。空所の前後だけでなく英文全体の文脈を把握する読解力と、正しい語句を選ぶための語い力も求められる。


## 5

## 英作文

## 出題パターン

次のA～Cのひとつづきの絵と英文は、ユウタ (Yuta) のある日のできごとを順番に表しています。Aの場面を表す〈最初の英文〉に続けて、Bの場面にふさわしい内容となるように、の中に適する英語を書きなさい。ただし、あとの〈条件〉にしたがうこと。

A



Yuta's friends

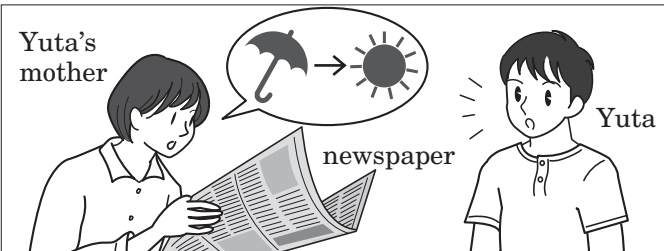
Yuta

〈最初の英文〉

Yuta likes soccer very much.

He and his friends are going to play soccer this weekend.

B



Yuta's mother

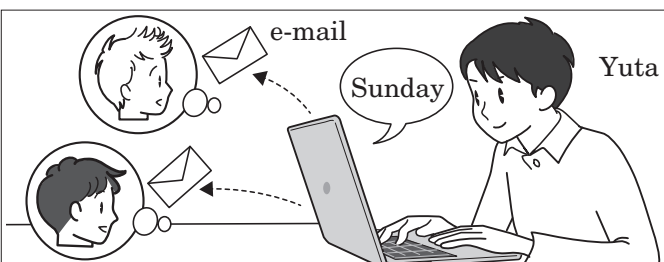
newspaper

Yuta

Yuta asked his mother, " weekend?"

She checked the newspaper and said, "It'll be rainy this Saturday, but sunny the next day."

C



e-mail

Sunday

Yuta

Then Yuta decided to enjoy soccer this Sunday. He told his friends about that by e-mail.

## 〈条件〉

- ① the weather と will を必ず用いること。
  - ② ①に示した語を含んで、内を6語以上で書くこと。
  - ③ weekend? につながる1文となるように書くこと。
- ※ 短縮形 (I'm や don't など) は1語と数え、符号 ( , など) は語数に含めません。

\_\_\_\_\_ weekend?

## ◇出題傾向

- ① 絵の場面にふさわしい内容の英文を書く形式。→出題パターン
- ② 文章中の空所に合う英文を書く形式。

**ポイント** 英文を正確に読みとる読解力、絵の内容や語数などの条件に適した英文を作る語い力や表現力など、総合的な英語力が試される。会話で使う表現や疑問文はよく出題される。助動詞と疑問詞の使い方は、確実にマスターしておこう。

## 7

## 短い英文の読解

## 出題パターン

次の英文と案内図(Floor Guide)について、あとの **Question** の答えとして最も適するものを、1～5の中から一つ選び、その番号を答えなさい。

*Kenta and Sarah came to Minami Science Museum. They are looking at the floor guide at the \*entrance.*

Kenta : Look. This museum has four \*exhibitions now. Which one do you want to see first ?

Sarah : All of them look nice, but I'm the most interested in the special exhibition of robots. Can we see it first ?

Kenta : Sure .... Oh, wait! Today's movie is going to start soon. Why don't we see the movie before that ?

Sarah : OK, we should not \*miss it.

Kenta : Let's go to the second \*floor. After the movie, shall we see the exhibition of \*fossils ?

Sarah : That's OK. Then I want to buy something for my family.

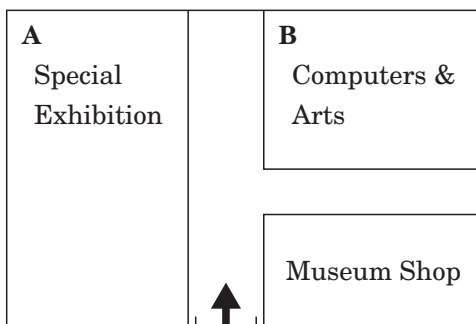
Kenta : Well, you can find many things at the museum shop, but maybe we should go there after seeing all of the exhibitions. After the two exhibitions on the second floor, let's see the most interesting exhibition to you.

Sarah : Thanks ! And the last one also looks exciting.

Kenta : Yes, it does.

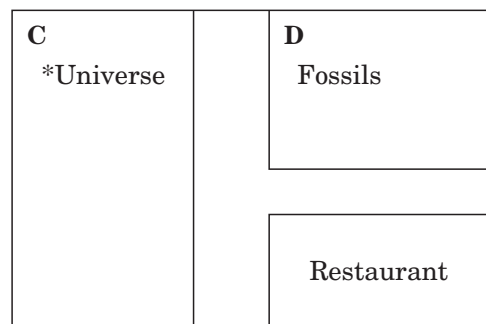
Sarah : Now, let's go.

Floor Guide 1F



Entrance

2F



Today's movie : The \*Moon Flight 10:30~10:50 (in the Universe room)

\*entrance : 入口    exhibition(s) : 展示    miss ~ : ~を見逃す    ~ floor : ~階    fossils : 化石

Universe : 宇宙    Moon Flight : 月旅行

**Question : In which \*order will Kenta and Sarah see the exhibitions ?**

**\*order : 順序**

1. A → B → C → D

2. A → C → D → B

3. C → D → A → B

4. C → D → B → A

5. D → C → A → B

[      ]

## ポイント

短い英文と資料について、質問に適切な答えを選ぶ問題。資料は、地図やちらし、料金表、時刻表、グラフなど、さまざまなものが出題され、読解力だけでなく思考力も問われる。いろいろなパターンの問題に取り組み、与えられた英文や資料を正確に読み解く力をつけておくことが大切。

## 8

## 対話文読解

## 出題パターン

次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

*Shota, Hina, and Masashi are high school students. Ms. Mayer is their teacher. They are talking in the classroom.*

**Ms. Mayer :** \*As you know, students from our \*sister school are going to visit this school next month. We have to make plans for that day.

5 **Shota :** I see. Last year, other students and I went to our sister school and had a good time there. I hope the students from the sister school will enjoy the program this year. Ms. Mayer, how many students will visit us ?

**Ms. Mayer :** Twelve. All the students will visit this school for the first time. We've already decided the morning program. They will come here by bus at about ten in the morning and attend a  
10 presentation in the gym at 10:30. Two groups from each school will make presentations. Hina, you are in a presentation group, right ?

**Hina :** Yes. My group is going to make a presentation about the history of this city. We are \*preparing for it now.

**Ms. Mayer :** I'm really looking forward to your presentation. Then, all the presentations will finish at  
15 12:30. If you have any ideas about a place for lunch, let me know about them.

**Masashi :** I think Momiji Park next to this school is good. It's a beautiful park.

**Hina :** I agree with that, but I don't know what to do if it is rainy on that day.

**Shota :** Hmm. Eating outside is a lot of fun, but isn't good on a rainy day. How about the  
20 cafeteria? The cafeteria at this school is new and very clean. I want to show it to our guests.

**Ms. Mayer :** OK. Let's make two plans. ① Plan A is for a sunny or cloudy day, and ② Plan B is for a rainy day. Do you have any ideas about the afternoon program? The students will have to leave this school \*by five. Until then, they will have free time.

**Shota :** If we have lunch in the park, we should walk in the park \*for a while. We can enjoy seeing  
25 many beautiful flowers there. I think, after that, visiting the zoo near the park is a good idea. We can walk to the zoo.

**Hina :** I think so, too. The birds there are unique. If we walk in the park for about an hour and then go to the zoo, we can arrive at the zoo at 2:30. Two or three hours are enough for the zoo.

\*as you know : 知っている通り    sister school : 姉妹校    prepare for ~ : ~の準備をする    by ~ : ~までに  
for a while : しばらくの間

30 **Masashi** : I agree. If we have lunch in the cafeteria, how about showing them around our school buildings? We have some unique \*facilities at this school, for example, large \*solar panels on the \*roof.

**Shota** : Yes. They were built this year, so I think they will look new to the students.

**Hina** : I want to show them the building for our club activities. We have some interesting clubs at  
35 this school. How about \*asking some students for help, and introducing their activities? Masashi, can your \*recycling club join the program?

**Masashi** : I'd like to! I'll talk to the students of my club about it. Now I'm so excited!

**Ms. Mayer** : OK. I think you gave enough ideas for the afternoon. I'll put all of your ideas into our plans. The guests will enjoy this program. In Plan B, they will leave the school by bus at  
40 five in the afternoon. How about Plan A?

**Shota** : Well, maybe they won't have much time, so . They should get on the bus in the \*parking lot at the zoo and leave from there.

**Ms. Mayer** : I see. Now, we've got two good plans. Thank you for your help.

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\*facilities : 設備    solar panels : 太陽光パネル    roof : 屋根    ask ~ for ... : ~に...を求める  
recycling : リサイクル    parking lot : 駐車場

(ア) 本文中の——線①と——線②が表す内容を、①はア群、②はイ群の中からそれぞれ選んだときの組み合わせとして最も適するものを、あとの1～6の中から一つ選び、その番号を答えなさい。

ア群

Plan A

A.

10:30 – 12:30	Presentation
12:30 – 1:30	Lunch in the park
1:30 – 2:30	Walk in the school buildings
2:30 – 5:00	Visit the zoo

B.

10:30 – 12:30	Presentation
12:30 – 1:30	Lunch in the cafeteria
1:30 – 2:30	Walk in the school buildings
2:30 – 5:00	Visit the zoo

C.

10:30 – 12:30	Presentation
12:30 – 1:30	Lunch in the park
1:30 – 2:30	Walk in the park
2:30 – 5:00	Visit the zoo

イ群

Plan B

X.

10:30 – 12:30	Presentation
12:30 – 1:30	Lunch in the cafeteria
1:30 – 2:30	Walk in the park
2:30 – 5:00	Introduce the club activities

Y.

10:30 – 12:30	Presentation
12:30 – 1:30	Lunch in the cafeteria
1:30 – 2:30	Walk in the school buildings
2:30 – 5:00	Introduce the club activities

Z.

10:30 – 12:30	Introduce the club activities
12:30 – 1:30	Lunch in the cafeteria
1:30 – 2:30	Walk in the school buildings
2:30 – 5:00	Presentation

1. ① : A      ② : X
2. ① : A      ② : Z
3. ① : B      ② : Y
4. ① : B      ② : Z
5. ① : C      ② : X
6. ① : C      ② : Y

[                                  ]

(イ) 本文中の[                                  ]の中に入れるのに最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

1. they can't return to the school
2. they must run to the zoo
3. there won't be many buses
4. they will be busy in the morning

[                                  ]

(ウ) 次の a～fの中から、本文の内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの1～8の中から一つ選び、その番号を答えなさい。

- a. Twelve students will come from the sister school next month, and some of them visited the school last year, too.
- b. Hina is a student in one of the three presentation groups, so she is preparing for the presentation.
- c. Shota thinks that eating lunch in Momiji Park will be a lot of fun even on a rainy day.
- d. People can see beautiful flowers in Momiji Park and unique birds in the zoo near the park.
- e. Shota doesn't think that the solar panels on the roof will be interesting to the students from the sister school.
- f. Masashi is in the recycling club and wants to introduce the club's activities to the students from the sister school.

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. aとc | 2. aとe | 3. bとe | 4. bとf |
| 5. cとd | 6. cとf | 7. dとe | 8. dとf |

[       ]

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◇出題傾向

- ① 本文中の下線部の内容を表す図表として適切な組み合わせを選ぶ形式。→出題パターン(ア)
- ② 本文中の空所に適切な英文や語句を選ぶ形式。→出題パターン(イ)
- ③ 本文中の下線部の内容を表す英語を選ぶ形式。
- ④ 本文の内容に合う英文の正しい組み合わせを選ぶ形式。→出題パターン(ウ)

**ポイント** ▶ だれがどのような発言をして会話が進んでいるのかを的確におさえ、話題の推移を読みとることが大切。本文の内容に関する図表やグラフなどの資料を読み解く問題も出題されるので、数字や手順などの記述に注意して読み進めよう。