

第 4 問 各組の語の下線部の発音が同じなら○を、違うなら×を書きなさい。(1 point×3=3)

If the pronunciation is the same, put a circle "O" on your answer sheet. If not, put a cross "X."

- (1) heart / Earth
- (2) coach / known
- (3) shown / brought

第 5 問 以下の単語においてアクセントが置かれる音節を選び、①～④で答えなさい。(1 point×3=3)

Choose the syllable with the accent in the words below.

- (1) Jap - a - nese
① ② ③
- (2) in - flu - ence
① ② ③
- (3) pop - u - la - tion
① ② ③ ④

第 6 問 Kota が英語の授業で、カナダと日本を比較してプレゼンテーションを行います。①～⑥に入る適切な語を書きなさい。
() 内にあるアルファベットから始まる単語を答えること。(1 point×6=6)

Read Kota's presentation about the comparison of Canada and Japan and fill in the blanks below. Each word starts with the alphabet given in the blank.

Hello, everyone. I'm Ito Kota. I'm going to compare Canada and Japan in this presentation.

Canada is north of the United States. It's the world's second ①(l) country, but its population is only about 33 million. On the other hand, Japan is next to China. Although its ②(a) is smaller than Canada, its population is much more than Canada, about 127 million.

③(T) are many places to visit both in Canada and in Japan. In Canada, you can see Niagara Falls and the Canadian Rockies. A lot of people go to Canada to enjoy its beautiful ④(n). I want to go and see it ⑤(m). In Japan, tourists must visit Kyoto and see Japanese ⑥(t) temples. Also, you should not miss visiting Osaka and eating delicious local food there!

Thank you for listening to my presentation.

第 7 問 次の英文の()内の動詞を適する形に直し、書きなさい。ただし、形を変える必要がない場合はそのまま答えなさい。

また、答えが 1 語になるとは限りません。(2 points×4=8)

Change the forms of the verbs in the blanks below. You can answer the basic form without changing them. The answer can be more than 1 word.

- (1) We (be) good friends since we were children.
- (2) Don't forget (wash) your hands before lunch.
- (3) My father (teach) science in the elementary school last year.
- (4) It didn't stop (rain) all day yesterday.

第 8 問 次の 2 つの文の内容が、ほぼ同じ内容になるように()に適語を入れなさい。1 つの()につき 1 語とし、完答で 2 点とする。(2 points×3=6)

Fill in the blanks below so that the 2 sentences mean the same. Write only one word for each blank. You get points only when you can answer both of the blanks in each sentence correctly.

- (1) { Yoko can run faster than Miki.
Miki cannot run () () as Yoko.
- (2) { He is called "Ken" by his sister.
His sister () () "Ken."
- (3) { She has never visited this museum before.
This is her () () to this museum.

第 9 問 A と B が意味の通る対話文になるように、() 内の単語を並び替えなさい。ただし、不要な単語が 1 語あるのでそれを除いて英文を作ること。(2 points×3=6)

Put the words below in order eliminating one unnecessary word to make reasonable conversations.

- (1) A: (borrow / will / I / pen / may / your)?
B: Sure.
- (2) A: (take / go / does / to / to / how / far / it / long) USS from SJSS by taxi?
B: Only about twenty minutes.
- (3) A: History lessons are so exciting.
B: I can't believe it! (tired / looks / me / history / makes / learning).

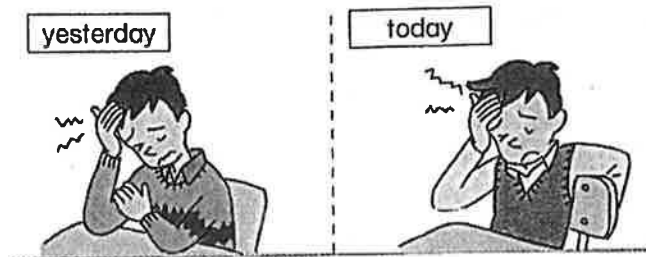
第 10 問 現在完了形を用いて、以下の 2 つのイラストを、5 語以上の英語 1 文で説明しなさい。ただし、ピリオドやコンマ、クエスチョンマーク等の記号は単語数に含まないものとする。(2 points×2=4)

Look at the picture below and describe the situation in one English sentence of more than 4 words using present perfect tense. Periods, commas, and question marks are NOT words.

(1)



(2)



第 11 問 () 内の指示に従って全文を書きかえなさい。(2 points×4=8)

Change the sentences following the given instructions.

- (1) Do many people love those anime characters? (疑問文のまま受動態に)
- (2) You're a fan of Hanshin Tigers. (「あなたは阪神タイガースファンですね?」という意味の付加疑問文に)
- (3) He has been worried about his mother for five years. (下線部を尋ねる疑問文に)
- (4) She likes coffee better than tea. (「彼女はコーヒーと紅茶のどちらの方が好きですか?」という意味の疑問文に)

第 12 問 () 内に指定の語句を使って、以下の問いに主語と動詞のある英文で答えなさい。(2 points×3=6)

Answer the questions below in complete sentences which have subjects and verbs, using the given words.

- (1) Where were these bags made? (India)
- (2) Have you heard from Yumi? (never)
- (3) What makes you excited? (watching movies)

第 13 問 次の日本語の文を、() 内に指定された単語数で英文に訳しなさい。ただし、ピリオドやコンマ、クエスチョンマーク等の記号は単語数に含まないものとする。(2 points×3=6)

Translate the Japanese sentences below into English with the provided number of words. Periods, commas and question marks are NOT words.

- (1) 私に塩を取ってください。(5 語)
- (2) あなたは何回ブラジルに行ったことがありますか?(8 語)
- (3) 私はテレビを見る時間がありませんでした。(7 語)

問 14 ライティング対策問題です。おそらく今回の考査で現在完了や受動態の文を使って、などの条件でライティングが出題されると思います（出なかったから石川を恨んでください）。この模擬試験ではみなさんに「文章の型」をおぼえてもらって、本番類似問題が出た時に得点できるようにしたいと思います。空欄を埋めながら、文全体を覚えるようにしてくださいね。

1、Topic sentence (主題)→何について書くのか、明記します。

(例文①)私がサーキットブレーカーの間、どのように毎日過ごしていたか、あなたにお伝えします。

〈文法〉助動詞・不定詞・前置詞

英作文→I () tell you () () spend every day () the circuit breaker.

(例文②)それについては3つのポイントがありました。

〈文法〉there 構文

英作文→() were three points about it.

2、Supporting sentence (根拠)→具体例を出しながら主題の内容を読み手に伝えます。

(例文③)最初に、私はサーキットブレーカーが始まってからずっと一生懸命勉強しました。

〈文法〉現在完了

英作文→() I () studied hard () the circuit breaker ().

(例文④)一人で勉強することは私をとて疲れさせました。

〈文法〉第5文型

英作文→() alone () me very tired.

(例文⑤)次に、私は毎日健康のために早く起きるようにしました。

〈文法〉不定詞

英作文→(), I tried () () () early for my health every day.

(例文⑥)しかし時々、私は母親に起こされました。

〈文法〉受動態・接続詞

英作文→() sometimes I () (w) up () my mother.

(例文⑦)3つ目に、私は母の家事を手伝いました。

〈文法〉help の用法

英作文→(), I helped my mother () her house work.

(例文⑧)私は、部屋が毎日母によってきれいされていたことが分かりました。

〈文法〉受動態・find の用法

英作文→I () that our rooms () cleaned () my mother every day.

(例文⑨)また、朝昼晩の三食は母によって料理されました。

〈文法〉受動態

英作文→(), the three meals of breakfast, lunch and dinner ()

() () my mother

(例文⑩)母や私よりずっと忙しかったです。

〈文法〉比較

英作文→My mother was () () () I.

3、Concluding sentence(まとめ)→主題を踏まえてまとめる

(例文⑪)このように、私はサーキットブレーカーの間に3つのことに挑戦しました。

〈文法〉まとめ方・前置詞

英作文→() () (), I tried three things () the circuit
breaker.

(例文⑫)私にとって家にいることはたいへんでしたが、私は自分自身と家族のために時間を過ごすことが出来ました。

〈文法〉接続詞・it to 構文・助動詞

英作文→() () was hard () me () stay home, I ()
spend time for myself and my family.

第 15 問 次の対話を読んで、あとの問いに答えなさい。(11 points)

Read the conversation below and answer the following questions.

- Ms. Green: We have many *environmental problems on the Earth. What's the biggest problem now, Kenji?
- Kenji: I think that global warming is the biggest one. The temperature around the world is becoming higher and higher these days.
- Ms. Green: Well, what causes global warming? Do you know?
- Kenji: Yes, too much *carbon dioxide in the air causes it.
- Ms. Green: That's right. Some gases raise the temperature on the Earth and carbon dioxide is one of them, so we need to reduce carbon dioxide *emissions to (①).
- Kenji: How can we do that?
- Ms. Green: Well, we can reduce carbon dioxide emissions by planting trees because trees *absorb carbon dioxide and produce oxygen.
- Kenji: Oh, we learned that in science class.
- Ms. Green: So, planting more trees and protecting rain forests are very important.
- Kenji: I hear that rain forests are homes for many unique animals.
- Ms. Green: You are right. To save rain forests is one of the ways to save our Earth. Do you have any other ideas to solve environmental problems?
- Kenji: Well, for example, we can (②).

*environmental:環境の, *carbon dioxide:二酸化炭素, *emission:排出、放出, *absorb:～を吸収する

- (1) 本文中の①、②の () 内に入れるのに適当な語句を、以下のア～オの中から選び、記号で答えなさい。ただし、同じ語句は1度しか使えません。(2 points×2=4)

Choose the most appropriate phrases for the blanks ① and ② from ア～オ. You cannot choose the same phrase again.

- ア) burn a lot of paper
- イ) recycle plastic bottles
- ウ) protect rain forests
- エ) drink more water
- オ) stop global warming

- (2) 本文の内容として正しいらばT、間違っていればFと答えなさい。(1 point×3=3)

Put "T" if the sentence is true, and "F" if it is false.

- ① Kenji thinks that global warming is the biggest environmental problem.
- ② Some gases raise the temperature on the Earth and oxygen is one of them.
- ③ To protect forests is very important to save our Earth.

- (3) 次の質問に対する答えを、本文の内容に沿って3語以上の英語1文で書きなさい。ただし、ピリオドやコンマ、クエスチョンマーク等の記号は単語数に含まないものとする。(2 points×2=4)

Answer the following questions in English with a sentence of more than 2 words. Periods, commas, and question marks are NOT words.

- ① How is the global temperature becoming these days?
- ② Why can we reduce carbon dioxide emissions by planting trees?

第 16 問 鉛筆の歴史に関する英文を読んで、あとの問いに答えなさい。(12 points)

Read an article about the history of pencils and answer the following questions.

Every day we write with pencils at home, at school, and at work. They are an important part of our lives in all ways. Did you know that the pencil has a long history?

Something like a pencil has (①) used since the days of *ancient Egypt, although it was very different from today's pencils. The *Egyptians used *circle-shaped *lead to write lines on paper.

The name "pencil" comes from the *Latin word "penicillus." The "penicillus" was a small *brush and was ~~used~~ used for writing by the *ancient Romans.

The *current type of pencil got its shape in the fourteenth century when artists used it for drawing. The artists used small sticks of lead to draw on paper. They were useful, but their hands became dirty because there was no cover for the lead stick.

In the sixteenth century, in England they started to make a different kind of pencil. They did not use lead. Instead they used a new material, *graphite. The graphite pencils became very (②) among people in Europe, though people still got their hands dirty when they use the graphite pencils.

Finally in 1795, in France graphite pencils with *wooden cover was invented. They were just like the pencils today. People didn't have to be worried about getting their hands dirty anymore.

Pencils are great *invention. However, one thing about pencils makes me sad. To make pencils, so many trees have to be cut down. I hope we will find a way to make *eco-friendlier pencils in the future.

*ancient Egypte:古代エジプト, *Egyptian:エジプト人, *circle-shaped:円形の, *lead:鉛(なまり), *brush:ブラシ, *Latin:ラテン語の, *ancient Roman:古代ローマ人, *current:現在の, *graphite:黒鉛, *wooden:木製の, *invention:発明, *eco-friendly:環境にやさしい

(1) 本文中の①、②の () 内に入れるのに適当な単語 1 語を書きなさい。(2 points×2=4)

Write the most appropriate word for the blanks ① and ②. Write only one word for each blank.

(2) 鉛筆に関して、筆者が悲しんでいることは何か。日本語で答えなさい。(2 points×1=2)

What is one thing for which the author feels sad about pencils? Answer in Japanese.

(3) 本文の内容と合っているものを、ア～ケの中から3つ選び、記号で答えなさい。(2 points×3=6)

Choose 3 sentences from ア～ケ below that describe the story correctly.

- ア) Pencils are more useful than pens.
- イ) The ancient Egyptians used long, straight pencils.
- ウ) The word "pencil" comes from a Latin word.
- エ) The "penicillus" was a small brush and was used by the ancient Egyptians.
- オ) In the fourteenth century, artists used lead sticks for drawing.
- カ) The first eraser was also invented in Europe in the sixteenth century.
- キ) Until 1795, when people used pencils, their hands got dirty.
- ク) The shape of pencils has never changed.
- ケ) Pencils will disappear in the future.

これで筆記問題は終了です。最後までしっかり見直しをしましょう。