

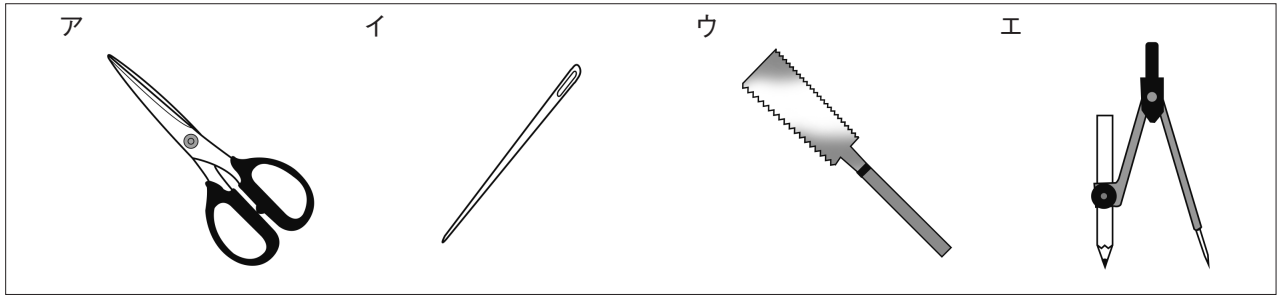
英語 入試直前対策問題

リスニング音声の再生はこちらから。

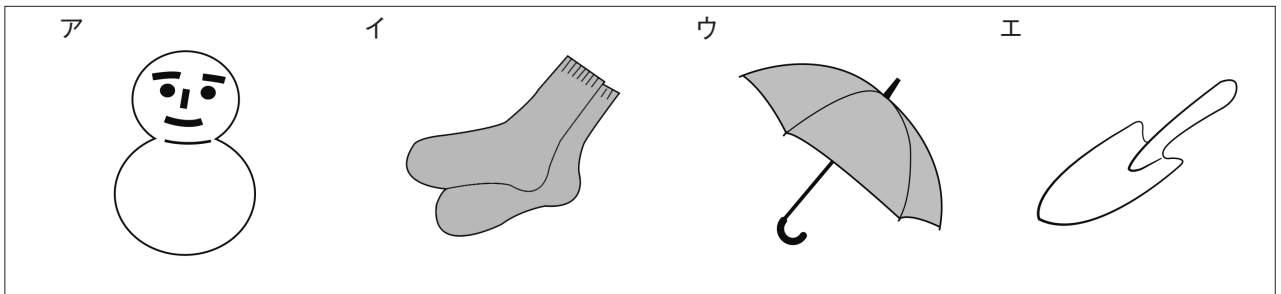


【問1】 リスニングテスト (英語は, (1)では1度, (2), (3), (4)は2度読みます。)

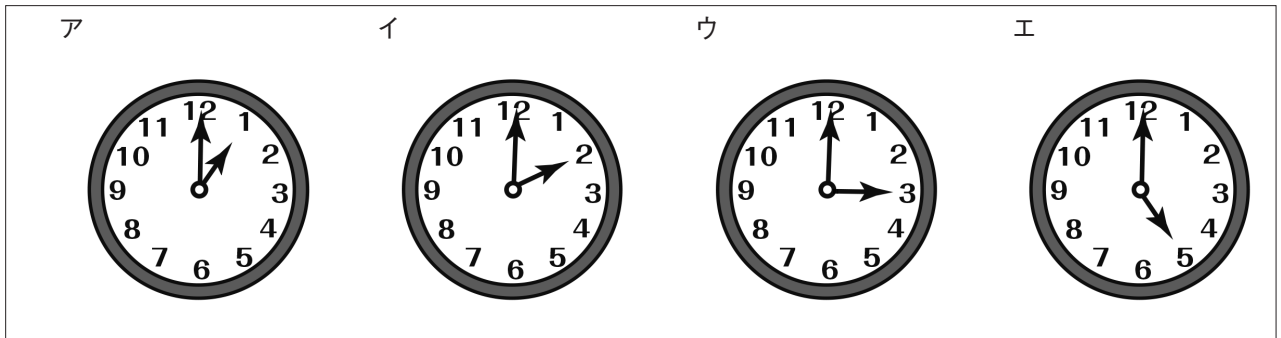
(1) No.1



No.2



No.3



(2) No.1 <道路での会話>

- | | |
|--|---|
| <p>〔ア 絵理と和真と一緒に働く
ウ 毎週日曜日に, 和真は犬と散歩をする</p> | <p>イ 絵理は母と一緒に働かなければならない
エ 今日, 絵理の母は多くの仕事がある</p> |
|--|---|

No.2 <職員室での会話>

- | | |
|--------------------------------------|---------------------------------------|
| <p>〔ア 早く起きられなかったから
ウ バスで来たから</p> | <p>イ 登校中に自転車が壊れたから
エ 車が故障したから</p> |
|--------------------------------------|---------------------------------------|

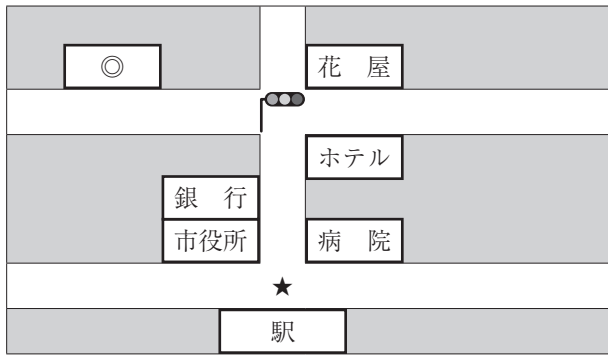
No.3 <動物園の館内放送>

- | | |
|--|------------------------------------|
| <p>〔ア イベントの参加条件
ウ イベントに参加できる人数</p> | <p>イ イベントの開始時刻
エ イベントの受付場所</p> |
|--|------------------------------------|

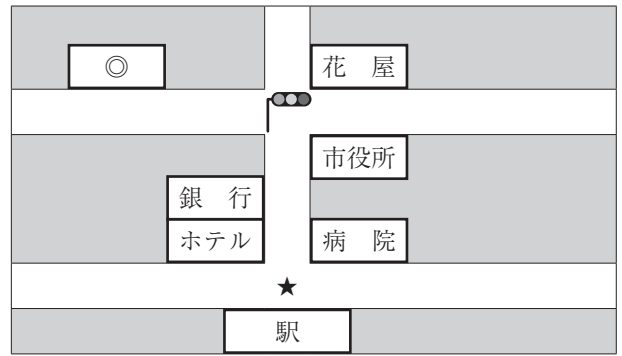
(3) No.1 Question : 図書館 ○ の位置を示している地図はどれですか。

(★はマイクがいる場所を示す。)

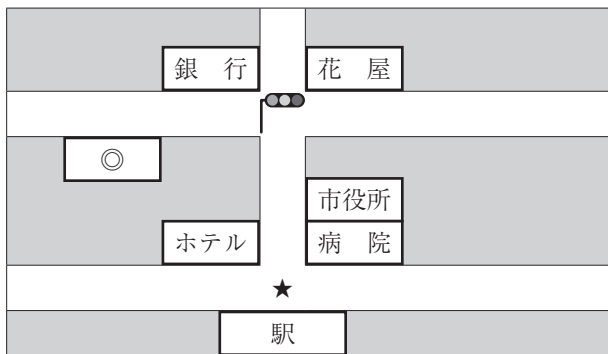
ア



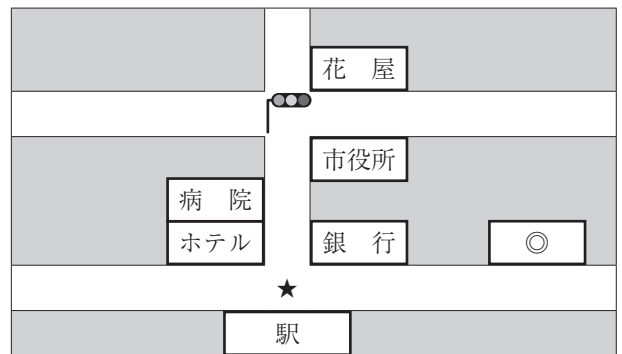
イ



ウ



エ



No.2 Question : 図書館のホームページに書かれていることはどれですか。

(○は利用できる, ×は利用できない)

ア 図書館を利用できる曜日のお知らせ

	日	月	火	水	木	金	土
午前	○	×	○	×	○	○	×
午後	○	○	○	○	○	○	○

イ 図書館を利用できる曜日のお知らせ

	日	月	火	水	木	金	土
午前	○	×	○	×	○	○	○
午後	○	○	○	○	○	○	○

ウ 図書館を利用できる曜日のお知らせ

	日	月	火	水	木	金	土
午前	○	×	○	×	○	○	○
午後	○	○	○	○	○	○	×

エ 図書館を利用できる曜日のお知らせ

	日	月	火	水	木	金	土
午前	×	×	○	×	○	○	×
午後	○	○	○	○	○	○	○

(4) No.1 Question : チャイムの部分で, 買い物客が話した英語はどれですか。

- ア why this *kanji* was written on the T-shirt
- イ what this *kanji* means in English
- ウ when this *kanji* was used in Japan
- エ how Japanese people read this *kanji*

No.2 Question : 2人の会話についてまとめた次の英文の () には, どのような英語が入りますか。

適切な英語2語を書きなさい。

The clerk showed the customer a T-shirt () () *kanji* on it. The customer bought the T-shirt because he liked the meaning.

【問2】

I 各問いに答えなさい。

(1) () に当てはまる最も適切な英語を, (a), (b)それぞれについて下のア～エから1つずつ選び, 記号を書きなさい。

(a) <駅での会話>

Eri : When will you leave Nagano?**Bob** : Next Friday. I'm going to leave () Tokyo to see my friends.

〔ア for イ to ウ at エ over 〕

(b) <学校での会話>

Yuji : What did you do last night?**John** : I studied math. I was very tired then, () I studied for about three hours.

〔ア but イ when ウ so エ if 〕

(2) 次の(a), (b)の () 内の語を, 例を参考にしながら, 適切な形に変えたり, 不足している語を補ったりなどして, 話の流れに合うように英文を完成させなさい。

(例) <電話での会話>

Yuri : What is your plan during winter vacation?**Lucy** : (go) to Tokyo to see my grandfather. (答え) I will go

(a) <友達同士の会話>

Kota : I don't know the man standing over there. Do you know (who) ?**Lisa** : Yes. He is our new science teacher.

(b) <学校の先生との会話>

Ms. Yamada : What will you do (when) enter the high school?**Naoki** : I will try to study English harder to visit foreign countries someday.**Ms. Yamada** : That's great. Good luck.

(3) 柚葉(Yuzuha)の学校では, 地域の子どもを学校に招いて, 運動会を行うことになった。柚葉は生徒代表として, 学校内外で掲示するお知らせをもとに, ALT のスミス先生(Ms. Smith)に招待状を書いている。

①には月名を表す英語1語を, また, ②～④には()に当てはまる3語以上の正確な英語を書きなさい。ただし, ()を含む文はいずれも1文にすること。

お知らせ

招待状

もみじ中学校 運動会のお知らせ

開催日: 11月4日(土)

時間: 11:00~13:30

場所: 校庭

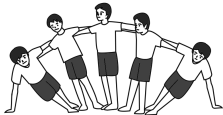
プログラム:

11:00~12:20 サッカーまたはダンス

12:20~13:00 昼食

13:00~13:30 組体操(わかば中学校3年生)

- ・中学校の近くにお住まいの子どもも, 一緒に参加できます。
- ・各自, 昼食をお持ちください。子どもには飲み物が支給されます。
- ・組体操は4月から練習してきました。ぜひ, ご覧ください。



① 20, 2023

Dear Ms. Smith,

The Sport Festival will be held in our school next month. Children ②() can join it, too. I want you to join it with your children. Your children can enjoy either soccer or dancing in the morning. Please bring your own lunch. We will give ③() to your children. After that, we will show you our *human pyramid. We ④() April.

I hope you can enjoy the sport festival.

From Yuzuha

* (注) human pyramid 組体操

II 各問いに答えなさい。

- (1) 留学生のジョージは、長野県のある市町村が主催したイベントに参加し、学校新聞に体験記を書いた。ジョージが参加した体験プログラム(program)として、最も適切なものを、体験プログラムの一覧のA~Eから1つ選び、記号を書きなさい。

体験記

I wanted to learn about vegetables grown in Nagano, so I went to the entrance of City Hall. But it started to rain. I couldn't join the program because it didn't stop raining at all. Then, I decided to learn about traditional food in Nagano. When I entered the room to join the program, there were more than 20 people. Thanks to the program, I learned that Nagano produces the most *Miso*. Also, I was happy to learn how it was produced. I hope you will take part in this event next time!

体験プログラムの一覧

	内 容	定 員	集 合 場 所
ア	いろいろな果物でデザートを作ろう (雨天決行) ・果樹栽培が有名な長野県。用意される果物は全て長野県産です。	親子20名	市役所 中庭
イ	昆虫食について考えよう ・世界の食料問題の講演を聴いた後、いなごなどの昆虫食について学びます。	30名	市役所 1階 A会議室
ウ	高原野菜を収穫しよう (雨天中止) ・レタスやキャベツを収穫後、長野県内での栽培がさかんな理由を学びます。	40名	市役所 玄関
エ	信州味噌の工程を見てみよう ・味噌の国内生産量1位が信州味噌。食品工場での作業を、DVDで視聴します。	30名	市役所 1階 B会議室

- (2) わかば市は、4月に行われるリサイクル品(Recyclable Things)の回収日(Collection Day)や注意事項(Notice)についての案内を、外国人向けに英語で作成した。

Information about recycling in April		
Recyclable Things	Collection Day	Notice
 Bottles	Every Monday	Please wash all bottles. Plastic bottles are not collected.
 Newspapers	Every Wednesday	Please *tie up the newspapers. If it rains on Wednesday, they're not collected.
 Cans	Every Thursday	Please wash all cans.

◆ You have to put recyclable things in front of your house by 9:00 a.m. on the collection day.
 ◆ If you can't *dispose of them on collection day, please take them to *Wakaba City Hall by noon.
 ◆ April 29th is a *national holiday, so bottles are not collected on that day.
 ◆ If you need more information, please call Wakaba City Hall. TEL〇〇〇-△△△-××××

*(注) tie up 縛る dispose of ~ ~を捨てる City Hall 市役所 national holiday 祝日

- (a) 次の質問の答えとして最も適切な英文になるように、() に当てはまる英語を下のA~Eから1つ選び、記号を書きなさい。

If you want to dispose of bottles in April, you have to put them in front of your house by ().

[ア April 20th イ April 22nd ウ April 28th エ April 30th]

- (b) 案内の内容と合っている最も適切な英文を、次のA~Eから1つ選び、記号を書きなさい。

- [ア You have to take recyclable things to Wakaba City Hall by 9 a.m. on the collection day.
 イ In April, newspapers, bottles and computers are collected in Wakaba City.
 ウ Before you put cans in front of your house on Thursday, you need to wash all of them.
 エ If it's rainy on Thursday, all cans are not collected on that day.]

【問3】 朔(Saku)は、英語の授業で行うスピーチのための原稿を書いた。原稿を読んで、各問いに答えなさい。

Hello, everyone. Today, I'm going to talk about *SDGs. Have you ever ①() of them? I think most of you will say, "Yes, I have." There are a lot of problems in the world such as global warming, *poverty and so on. It is said that our lives will be worse in the future if we don't do anything to solve them. So world leaders of 193 countries made SDGs in 2015 to make the lives of the people in the world better. There are 17 SDGs, and all of them are very important for all of us. Do you know these goals should be *achieved by 2030? There is not much time, so we need to do something now, not in the future. But do you understand what to do to make these difficult goals come true, as junior high school students? Today, let's think about what we can do.



First, we have to keep studying what is happening in the world. For example, there are many people who cannot get enough food easily, especially in *developing countries. But some people in *developed countries, such as America and Japan, can't get enough food, either. I was very surprised to learn ② that for the first time. At first, I thought the food problem happened only in developing countries. However, ③ it is a problem that is seen around the world. What would you do if there wasn't much food in your daily lives? How would you live if you couldn't eat delicious food at all? SDGs are not only for people in the developed countries. It is the goal for the people around the world. Knowing this is a first and important step to make the world better. Though we can't go abroad easily, we can get a lot of news about the world easily through computers and smartphones. I want all of you to study with them.

Second, we should know that the world will be better if we keep doing something with people around us. Have you ever ④() about *microplastics? They're small pieces of bags, bottles and straws. Fish may eat them because they look like food. Microplastics are bad not only for fish but also for our health. Most of the microplastics come from the plastic *garbage that people *throw away. One scientist says that there will be more plastic garbage in the sea than fish by 2050. ⑤ This problem is one of the most serious ones that we have in the world. What can we do to solve this problem? One example: we can use our own bags *instead of buying plastic bags when we go shopping. It's important for us to know that there are many things we can do in our daily lives. If we keep doing something like that with people around us such as family and friends, we may solve this problem someday.

You may think our power isn't strong enough to change the world. But I will tell you an interesting story.



Thanks to this activity, they try to eat almost all of their lunch every day.

The goal of SDGs is by 2030. What will the world be like in 2030? Will the world be a better place than now? It *depends on what we do from now. From Nagano, I'm sure we can change the world.

Thank you for listening.

- *(注) SDGs 持続可能な開発目標 poverty 貧困 achieve(d) 達成する
 developing countries 発展途上国 developed countries 先進工業国
 microplastics マイクロプラスチック garbage ごみ throw away 捨てる
 instead of ~ ~の代わりに depend(s) on ~ ~次第である

- (1) 下線部①, ④の()に共通して当てはまる最も適切な英語 1 語を書きなさい。
- (2) 下線部②は具体的にどのようなことを指すか。原稿の第 2 段落の内容に即して日本語で書きなさい。
- (3) 下線部③が表す内容として最も適切な英語を, 次のア～エから 1 つ選び, 記号を書きなさい。
- | | |
|----------------|-----------------------------------|
| ア enough food | イ to know that for the first time |
| ウ food problem | エ developing country |
- (4) 下線部⑤とは具体的にどのようなことか。次のア～エから 1 つ選び, 記号を書きなさい。
- | |
|---|
| ア Microplastics are more serious than global warming, poverty, and others. |
| イ Microplastics are the problem which we don't have to worry about. |
| ウ Microplastics are the problem we should think carefully after 2050. |
| エ Microplastics are a serious problem, like global warming, poverty, and so on. |
- (5) 原稿の に当てはまる英文が自然な流れになるように, 次のア～エを左から並べて, 記号を書きなさい。
- | |
|---|
| ア They are eaten for school lunch, and sometimes given to the local people around the school. |
| イ By growing and eating them, students can learn the importance of food. |
| ウ At the school that he goes to, students grow vegetables every year. |
| エ My cousin is also a junior high school student living in Nagano. |
- (6) 原稿の内容と合っている英文を, 次のア～カから 2 つ選び, 記号を書きなさい。
- | |
|---|
| ア Saku knows that nothing will be changed if we think carefully about SDGs with many people. |
| イ It takes much time to study about world leaders of 193 countries by 2030. |
| ウ Saku believes that SDGs are important for people all over the world. |
| エ It is said that the number of fish will be larger than that of plastic garbage by 2050. |
| オ Not only knowing microplastics well but also going shopping is sometimes necessary. |
| カ The world will be a better place in 2030 than now if we keep thinking and doing what we can do. |
- (7) このスピーチを聞いた真由美は, 感想を次のようにまとめた。下線部⑥の()に当てはまる最も適切な英語を, 連続する 4 語で原稿から抜き出して答えなさい。
- I've never thought about ⑥() () () () to change the world, from Nagano. But now, I also believe we have the power thanks to Saku's speech.
- (8) 原稿につけるタイトルとして最も適切なものを, 次のア～エから 1 つ選び, 記号を書きなさい。
- | | |
|--|------------------------------------|
| ア The Problem We Have in Our Daily Lives | イ The Reason SDGs Are Important |
| ウ The Things We Can Do to Change the World | エ The Day to Enjoy Eating Together |

【問4】 各問いに答えなさい。

次の英文は、美紗(Misa)が、カナダに住む友人のエマ(Emma)に向けて送ったEメールの一部である。

I'm interested in winter sports, but I've never *curled. I found an interesting *article about it in the library. If you know more about it, could you send me an e-mail?

【Article 1】

*Curling has been played in *Europe since the 16th century. The oldest curling *stone is kept there, so you can learn its history if you visit there. In the 19th century, it became popular among the people in Canada, America and many other countries. Canada has the most *curlers of all countries in the world. If you learn how to play, you can enjoy it soon. It is played and enjoyed by children, women, men and old people around the world. Did you know it is called “*Chess on ice”? If you see curling, you will understand the reason.

*(注) curl(ed) カーリングをする article 記事 curling カーリング Europe ヨーロッパ
stone 石 curler(s) カーリングをする人 Chess on ice 氷上のチェス

(1) 美紗のEメールについて、次の(a), (b)の質問の答えとして最も適切な英文を、下のア～エからそれぞれ1つずつ選び、記号を書きなさい。

(a) Why did Misa write this e-mail?

- ア To learn about the history of Europe and Canada.
- イ To be a member of a curling club in Canada.
- ウ Because she wanted to know more about curling.
- エ Because she wanted to go to Canada.

(b) What do we know from this e-mail?

- ア If we go to Canada, we can see the oldest stone of curling there.
- イ There were a lot of players who played curling in America about 300 years ago.
- ウ Only children, women and old people can enjoy curling if they learn how to play.
- エ People started to play curling from the 16th century, and now it is played by many people around the world.

○ 後日、エマからEメールで、次のような記事と絵が送られてきた。

This is a good article to learn about curling. Please read it when you are free.

【Article 2】

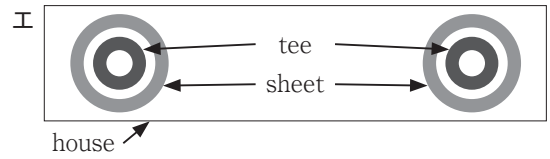
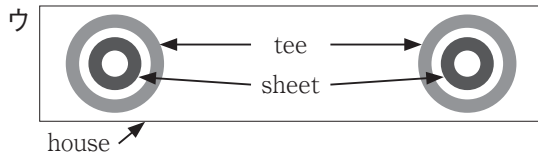
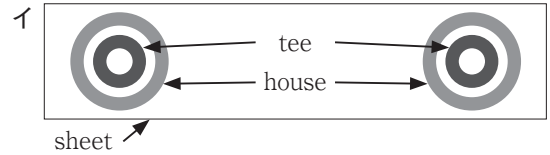
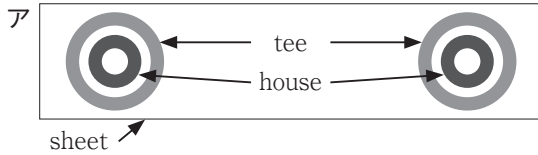
Look at ① the picture. The place for curling is called a “sheet”. There are two *circles at each end of the sheet. Each circle is called the “house”, and the *center of each circle is called the “tee”. The game is played by two teams of four players. You need stones, *brushes and a sheet to play it.

Have you ever watched a curling game? You will be surprised watching it for the first time. You may think players are just “cleaning the ice” with their brushes, but it's not true. By *sweeping hard in front of the stone, it *slides faster and *curves more. Players have to sweep hard many times to win the game. It makes them very tired during the game.

Also, they always have to think about where to slide the stone. They can use their stones to *hit the other team's stones and *push them out of the house. They have to plan with teammates in a short time. To win the game, they have to work hard, think carefully and communicate with their teammates.

*(注) circle(s) 円 center 中央 brush(es) ブラシ sweep 掃く slide(s) 滑る
curve(s) 曲がる hit 当てる push ~ out of ... ~を…の外に押し出す

- (2) 下線部①について、最も適切に表しているものを、次のア～エから1つ選び、記号を書きなさい。



- (3) 美紗は Article 1と Article 2と絵を使って、英語の授業でカーリングについて、発表することにした。話の流れを示すスライドとして最も適切なものを、次のア～エから1つ選び、記号を書きなさい。ただし、Article 1の次に Article 2を使い、それぞれの記事の順番は変えないこととする。

ア

Curling – The Winter Sport
1. The History of Winter Sports
2. The Picture of the Place for Curling
3. Where to See the Oldest Stone
4. Why Is It Called “Chess on Ice”?

イ

Curling – The Winter Sport
1. The History of People in Canada
2. The Picture of the Place for Curling
3. How to Slide and Curve the Stone
4. To Win the Curling Game

ウ

Curling – The Winter Sport
1. The History of Curling in the World
2. The Picture of the Place for Curling
3. Curling Players in Many Countries
4. To Win the Curling Game

エ

Curling – The Winter Sport
1. The History of Curling in the World
2. The Picture of the Place for Curling
3. How to Slide and Curve the Stone
4. Why Is It Called “Chess on Ice”?

- (4) Article 1と Article 2の内容について、次の質問に英語で答えなさい。

How long has curling been played in Europe?

— It has been played there () () () ().

- (5) 乙葉 (Otoha) と 柊 (Shu) は、美紗の発表を聞いて、次のような会話をした。

Otoha : I could learn a lot of things about curling. Players need to sweep hard in front of the stone, to think about where to slide the stone and to ②() () () ().

Shu : Yes. I didn't know that it is played by many people around the world.

Otoha : I want to curl, but I can't play it without ice, brushes and stones. What should I do?

Shu : I think we can play it if we change the rules. I'll check it on my smartphone. Oh, I found some ideas. For example, we can play it by using some balls in the gym.

Otoha : Sounds interesting. If we use other things, we may play it easily. Let's think about it!

- (a) 下線部②の () に当てはまる最も適切な英語を、Article 2の中から連続する4語で抜き出して書きなさい。
- (b) この会話の後、次のように乙葉から尋ねられた。乙葉の質問に対するあなたの考えが伝わるように、語の順番や使い方に注意して、20語以上の正確な英語で書きなさい。ただし、英文の数は問わないが、乙葉や柊が述べた英文を1文そのまま引用しないこと。なお、コンマ、ピリオドなどの符号は語数に含めない。短縮形は1語と数えること。

Otoha : What do you think about the two articles?