

進研Vもぎ過去問集について

この問題集は、進学研究会が2021年度に中学3年生を対象に実施した9月から1月までの進研Vもぎ(都立Vもぎ)の問題をまとめたものです。進研Vもぎは、首都圏の多くの会場で実施され、毎年、のべ数十万人の中学3年生が受験しています。

進研Vもぎ過去問集の利用法

- 次のページに、2021年度に実施した9月から1月までの進研Vもぎの出題範囲を示してあります。出題内容を確認して、出題範囲の学習が終了してからテストしてください(実施月がめやすになります)。テスト時間は各回(各月)の表紙に示されています。正しく時間を計ってテストしてください。
- テスト終了後、各回の解答解説を見て、自己採点してください。別解や減点などの許容(採点上の注意)については、解答解説に示していますので、その内容に沿って採点してください。また、不正解だった問題は、解説などを見直して、もう一度チャレンジしましょう。
- この問題集に掲載された問題には、多くのデータにもとづいた資料がついています。

「偏差値換算表」によって、自分の偏差値を知ることができます。「偏差値換算表」で得点に対応する数値があなたの学力偏差値になります。

「合格めやす表」は、各高校の難易度をひと目でわかるようにしたものです。「偏差値換算表」から求めた3教科(国語・数学・英語)、5教科(国語・数学・英語・社会・理科)の偏差値を、「合格めやす表」にあてはめてみてください。志望校の合格判定には、内申などを必要とする場合もあり、偏差値だけでは不十分ですが、合格のめやすになります。「偏差値換算表」・「合格めやす表」を上手に活用して、志望校合格をめざしてください。

各テストの平均点や正答率・偏差値換算表は、2021年度の中学3年生の受験結果にもとづくものです。志望校のより正確な合格判定のためにも、今年度を実施する進研Vもぎを、是非受験してください。

進研Vもぎ過去問集 《英語》—2021年度 都立版—

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《解答解説》

別冊になっています。

(リスニングテスト台本を含む)

都立Vもぎ

問題

注 意

- 1 はリスニングテストです。放送を聞いて答えなさい。
- 声を出して読んではいけません。
- 答えは、問題の指示に従って、解答欄の決められた場所に記入しなさい。
- 答えは、濃く、はっきりと書きなさい。
- 答えは**特別の指示**のあるもののほかは、各問の**ア・イ・ウ・エ**のうちから、最も適切なものをそれぞれ**1つずつ**選んで、その記号を書きなさい。
- 答えを直すときは、きれいに消してから、新しい答えを書きなさい。

回(月)	出題範囲
第1回 (9月)	対話文読解 長文読解 It ～ to …の文 リスニングテスト
第2回 (10月)	【総合問題】 助動詞 を含む リスニングテスト
第3回 (11月)	【総合問題】 関係代名詞 を含む リスニングテスト
第4回 (12月)	【総合問題】 分詞(後置修飾) を含む リスニングテスト
第5回 (1月)	【総合問題】 間接疑問文 仮定法(If …の文) を含む リスニングテスト

第 1 回

(9 月)

テスト 時 間	50 分
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平均点 (都標準)	52 点
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問題番号			正答率	問題番号		正答率	問題番号		正答率	
1	問題A	対話文1	74.3	3	問1	85.0	4	問1	51.8	
		対話文2	57.9		問2	32.3		問2	32.7	
		対話文3	74.2		問3	78.3		(1)	53.7	
	Q1	76.6	問4		57.9	(2)			50.3	
Q2	10.3	問5	45.3		(3)	49.6				
2	1		89.6		問6	55.8		問4	(1)	45.7
	2		33.2		問7	37.1			(2)	48.9
	3	(1)	71.7							
		(2)	4.1点							

注：〔2〕3(2)の英作文の問題の正答率のらんの数値は、この問題の平均点を示しています。

1 リスニングテスト(放送による指示に従って答えなさい。)

[問題A] 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文1>

- ア About their school.
- イ About their English teacher.
- ウ About their homework.
- エ About their medicine.

<対話文2>

- ア To the library.
- イ To Kaito's house.
- ウ To Alice's house.
- エ To a restaurant.

<対話文3>

- ア She made a cake.
- イ She played the guitar.
- ウ She made dinner.
- エ She danced.

[問題B] <Question 1> では、下のア～エの中から適するものを一つ選びなさい。

<Question 2> では、質問に対する答えを6語の英語(1文)で、略語を使わずに書きなさい。

<Question 1>

- ア By eight twenty.
- イ By eight thirty.
- ウ By eight forty.
- エ By eight fifty.

<Question 2>

(15秒程度、答えを書く時間があります。)

2 次の各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに [注] がある。)

- 1 高校生の Meika と、アメリカ(US)からの留学生の Cindy は、ある日の朝、いちょう遊園地(amusement park)で、話をしている。□(A) 及び □(B) の中に、それぞれ入る単語・語句の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、下の I は、二人が見ている乗り物(ride)の待ち時間(waiting time)一覧である。

Meika: This is a large amusement park!

Cindy: Yes, it is. I'm so excited!
Which ride shall we try first?

Meika: Well, I want to try Super Lady the Ride.

Cindy: Sounds good. Oh, look at that.
We can see the waiting time for each ride.

Meika: Oh, no! We must wait for □(A) minutes to *go on Super Lady the Ride!

Cindy: Then, how about Tower of *Ghosts?

Meika: Actually, I don't like ghosts.

Cindy: Oh, really? Then, how about trying □(B)?

Meika: That's a good idea. We can go on it before any other ride. Let's go on it first.

Cindy: OK. But before that, we will have to get *numbered tickets for Super Lady the Ride.

Meika: You're right.

[注] go on ~ ~に乗る ghost 幽霊 numbered ticket 整理券
give out ~ ~を配る

- ア (A) 100 (B) Dangerous Sea イ (A) 100 (B) Betty's Park
ウ (A) 90 (B) Dangerous Sea エ (A) 90 (B) Betty's Park

- 2 Meika と Cindy は、いちょう遊園地内のハンバーガーショップ(burger shop)で話をしている。□(A) 及び □(B) の中に、それぞれ入る語句の組み合わせとして正しいものは、右のページのア～エのうちではどれか。ただし、右のページのⅡ-1、Ⅱ-2 は、それぞれ、二人が見ている、ハンバーガーとその他の飲食物のメニュー(menu)表である。

Meika: Oh! There are many *types of burgers. I'm very hungry. I'd like to have a Cheeseburger and a Chicken Burger.

Cindy: How about *sides and *drinks?

Meika: I'll have an apple pie and a *cola. Oh, I'd like to *add *pickles for my Cheeseburger and Chicken Burger, too.

Cindy: Then, you need □(A) yen for them.

Meika: Oh, it's too expensive for me. Well, I'll have *French fries and an *orange

Waiting time for each ride

Rides	Waiting time (minutes)
Max Roller Coaster	90
Super Lady the Ride	100
Dangerous Sea	150
Tower of Ghosts	50
Betty's Park	10

☆Now we are *giving out numbered tickets for each ride.

juice *instead of an apple pie and a cola. How about you? What will you have?

Cindy: Well, I'll have a Hamburger.

Meika: Oh, I thought you wanted a Fish Burger because you like fish. Which side and drink do you want?

Cindy: I won't have any sides or drinks.

Meika: Really? I think you should eat more.

Cindy: Actually, I have only □(B) yen for lunch because I bought too many things at the amusement park.

Meika: I see. Why don't we eat French fries together?

Cindy: Oh, thank you.

Meika: You're welcome.

[注] type タイプ
side サイド(主要なメニュー以外のメニュー)
drink 飲み物 cola コーラ add ~ ~を加える pickles ピクルス
French fries フライドポテト orange オレンジ
instead of ~ ~の代わりに price 値段 choice 選択 extra 追加の
salad サラダ

- ア (A) one thousand five hundred (B) three hundred
イ (A) one thousand five hundred (B) four hundred
ウ (A) one thousand six hundred (B) three hundred
エ (A) one thousand six hundred (B) four hundred

- 3 次の文章は、アメリカに帰国した Cindy が Meika に送った Eメールの内容である。

Dear Meika,

Thank you very much for your help during my stay in Japan. I have a lot of special *memories in Japan. One of them is going to Ichio Amusement Park with you. We ate French fries together there. You are a very kind girl! When I go to Japan again, I'd like to go to the amusement park with you.

In the US, we have carnivals. Do you know that? A carnival is a kind of amusement park. It moves *from place to place. You may think it's small, but it is big and there are a lot of rides there! People in the US like carnivals very much. You should go to a carnival if you come to the US. I have been to carnivals with my family many times.

Where have you been many times with your family? Please tell me about that.

Write an e-mail to me soon.

Your friend,
Cindy

[注] memories memory(思い出)の複数形 from place to place あちこちへ

Burgers

Burgers	*Price
Hamburger	¥300
Cheeseburger	¥400
Fish Burger	¥400
Chicken Burger	¥450
Big Burger	¥600

★You can add pickles for each burger *choice for an *extra 100 yen.

Sides and Drinks

Sides	Price
French fries	¥200
Apple pie / *Salad	¥300

Drinks	Price
Orange / Apple juice	¥200
Coffee / Tea	¥200
Cola	¥250

(1) このEメールの内容と合っているのは、次のうちではどれか。

- ア Cindy gave French fries to Meika at Ichio Amusement Park.
- イ Cindy won't visit Ichio Amusement Park again because she will be busy.
- ウ A carnival is a kind of amusement park and is loved by people in the US.
- エ Cindy went to carnivals many times during her stay in Japan.

(2) MeikaはCindyに返事のEメールを送ることにしました。あなたがMeikaだとしたら、Cindyにどのような返事のEメールを送りますか。次の<条件>に合うように、下の
の中に、三つの英語の文を書きなさい。

<条件>

- 前後の文につながるよう書き、全体としてまとまりのある返事のEメールとすること。
- Cindyに伝えたい内容を一つ取り上げ、それを取り上げた理由を含めること。

Dear Cindy,

Thank you for sending me an e-mail. I have a lot of special memories with you, too. I didn't know about carnivals. Going to a carnival sounds interesting. I want to go to one!

Now I'll answer your question.

I hope we will visit it when you come to Japan again.

Yours,
Meika

3 次の対話の文章を読んで、あとの各問に答えよ。
 (*印の付いている単語・語句には、本文のあとに[注]がある。)

*Rie, Koji, and Chika are *high school students, and they are on the *student council. Alex is a high school student from Australia, and he came to their school three weeks ago. They are talking in their *classroom after lunch.*

- Rie: Today we don't have our *regular *meeting.
- Koji: That's right. We can go home earlier after school.
- Chika: Well, Alex, you were on the student council at your school in Australia, right?
- Alex: ⁽¹⁾Yes, I was. I was doing many things for the students at my school in Australia. What is your student council doing now?
- Rie: We're now working on the problems of *smartphones.
- Alex: The problems of smartphones?
- Rie: Yes. At our school, we have difficult problems of smartphones.
- Alex: I never talked about the problems of smartphones at school when I was in Australia. Can you tell me about them?
- Koji: Sure. Last month, we *did a survey on using smartphones at our school.
- Alex: Do you have the results of the survey?
- Chika: Yes, we do. Over seventy *percent of the students at our school use their smartphones for more than three hours every day. A lot of students like to send messages to *one another at night, and they can't stop doing it.
- Alex: I see. But I think it's a family problem.
- Koji: ⁽²⁾It's also a school problem. About twenty percent of the students study *less at home after getting smartphones. And about thirty percent of the students sleep less. They don't sleep well *either, so they feel tired in class the next day.
- Alex: Oh, that is *certainly a school problem, too. But I still think that parents should teach their children *how to use smartphones *properly.
- Rie: ⁽³⁾I think so, too. But there are different ideas about children's ways of using smartphones in each family. So, we think all the students should think about it. We also think the student council should give them a *chance to share opinions. We hope we will *be able to make rules together with all the students. For example, we hope we will be able to make a rule like "We must not send messages after 8 p.m."
- Alex: That sounds good. How are you going to make such a rule?

Chika: First, we're going to talk about the problems in each class. Then, all the classes will share their opinions with one another. Each student will *vote on a time to stop sending messages. Then, we will decide the time.

Alex: That's a good idea. Well, how about writing a letter to your parents about it?

Rie: Oh, why?

Alex: Because I think every student should tell them about the time. If you can't *follow the rule *by yourselves, your parents can *tell you to follow it.

Koji: ⁽⁴⁾That sounds nice. Parents should know the rule.

Chika: I think so, too. But I also think some students will be against the rule because they don't want to hear their parents' words about it. For example, a mother may say to her *son, "It's already *past eight o'clock. Stop using your smartphone. You must follow the rule." ⁽⁵⁾He won't feel good then.

Alex: Of course, some students don't *want their parents to say such things, but getting parents' help is necessary because it's a family problem, too.

Koji: You're right. If we get our parents' help, we can follow the rule better.

Rie: How about talking about Alex's idea at the next meeting?

Koji: I *agree.

Chika: OK. Let's talk about it.

Alex: That's good. I hope our school will be better!

[注] high school 高校 student council 生徒会 classroom 教室
regular いつもの meeting 会合 smartphone スマートフォン
(do a) survey (on ~) (～の)調査(をする) percent パーセント
one another お互いに less より少なく ~ either ~も(…ない)
certainly 確かに how to use 使い方 properly 適切に chance 機会
be able to ~ ~できる vote on ~ ~について投票する
follow ~ ~に従う by yourselves 自分たちで
tell ~ to ... ~に…するように言う son 息子 past ~ ~を過ぎた
want ~ to ... ~に…してほしい agree (with ~) (～に)同意する

[問1] ⁽¹⁾Yes, I was. の内容を最もよく表しているのは、次のうちではどれか。

- ア Alex was talking about the student council in Australia.
- イ Alex was a member of the student council at Rie's school.
- ウ Alex was doing many things for the students in Japan.
- エ Alex was on the student council at his school in Australia.

[問2] ⁽²⁾It's also a school problem. の内容を最もよく表しているのは、次のうちではどれか。

- ア Sending messages to one another is a difficult problem at home and at school.
- イ The problems of smartphones happen at home and at school.
- ウ Using smartphones at school is a bad thing and a difficult problem.
- エ The students use their smartphones for three hours, and that is a problem.

[問3] ⁽³⁾I think so, too. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Rie thinks that .

- ア children have to teach their parents how to use smartphones
- イ children must use smartphones with their parents
- ウ parents should teach their children how to use smartphones properly
- エ parents should tell their children to use smartphones at home

[問4] ⁽⁴⁾That sounds nice. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Koji thinks that .

- ア it is easy for parents to learn the rule
- イ it is interesting for parents to follow the rule
- ウ it is nice for students to talk about the rule
- エ it is good for students to tell their parents about the rule

[問5] ⁽⁵⁾He won't feel good then. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

The son won't feel good when .

- ア his mother uses her smartphone more often than he does
- イ his mother says some words about his smartphone at school
- ウ he tells her mother to stop using his smartphone
- エ he hears his mother's words about the time of using his smartphone

〔問6〕 次の英語の文を、本文の内容に合うように完成するには、の中に、下のどれを入れるのがよいか。

The survey shows that about percent of the students sleep less after getting smartphones.

ア twenty

イ thirty

ウ seventy

エ eighty

〔問7〕 次の文章は、Rie たちと話した日に、Alex がオーストラリアの友だちに書いた E メールの一部である。 (A) 及び (B) の中に、それぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。

Today, I talked with Rie, Koji, and Chika about using smartphones. They're all members of the student council. At my school in Japan, there are problems of using smartphones. At my school in Australia, we don't have any problems like that. If such problems happen there, I will do a survey like Rie, Koji, and Chika.

I *suggested that students should write a letter to their parents about the time rule. If parents know about it, the students can follow it (A). Some students don't want to hear their parents' words about it, (B). they may say "No." But Koji, Rie, and Chika agreed with my idea and they decided to talk about it at the next meeting. I hope my school in Japan will be (A).

〔注〕 suggest that ～ ～ということを提案する

ア (A) more

(B) so

イ (A) better

(B) so

ウ (A) more

(B) because

エ (A) better

(B) because

4 次の文章を読んで、あとの各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

Marika is a *high school student. One day in September, a new student came to Marika's class. His name was Kevin. Marika's *homeroom teacher said to his students, "Listen, everyone. This is Kevin from Canada. He's going to study with you at this school *until August next year. He's interested in Japanese culture, especially Japanese manga. Please talk with him a lot."

At lunchtime that day, Kevin said to Marika, "I heard many Japanese students enjoy club activities. What club are you in?" Marika said, "I'm in *hosobu*." He said, "*Hosobu*? I don't know that Japanese. What does it mean?" She said, "*Hosobu* is ... I'm sorry, but I can't talk about it well in English. I'll tell you about it tomorrow." "No problem," Kevin said. At night, Marika used her *dictionary to check *hosobu* in English.

The next morning, Marika said to Kevin, "Good morning, Kevin. You asked me about *hosobu* yesterday. I'll tell you about it." Kevin said, "Oh, thank you, Marika. So, what is *hosobu*?" Marika said, "*Hoso* means broadcasting, and *bu* means club. So *hosobu* means broadcasting club." Kevin said, "Does it? Please tell me more about it." Marika answered, "The club has eleven students. We play music at lunchtime and read the *news on the school broadcasting *system." Kevin said, "I see. You are kind and you speak English well!" Kevin's words made Marika happy. She thought, "I want to speak English more."

One day, Kevin said to Marika, "Marika, I made a manga. Please read it." Marika said, "Did you make a manga? Sure! I'll read it." She read his manga. It had a lot of pictures and it was written in English. When she finished reading it, she said, "It's a lot of fun. I like it very much." Then, he said, "Thank you. Actually, I want to *translate it into Japanese. I hope many students will read my manga. Can you help me?" She said, "Sure! I'll help you." Translating his manga into Japanese was not easy for them, but they finished it a few weeks later. They put his manga in the school library. Many students enjoyed reading it.

One week later, one of Marika's friends, Koichi, came to Marika. Koichi was in the broadcasting club, too. He said, "You and Kevin put Kevin's manga in the library, right? It is popular among our students now." Marika said, "I'm glad to hear that." He said, "I have heard a lot of students want to know about Kevin's manga and his life in Japan. You often talk with him in English. Can you ask him some questions with me as a *reporter?" Marika said, "OK. I'll ask him about that." A few days later, Marika and Koichi asked Kevin some questions in English, and Kevin gave his answers. The students listened to them on the school broadcasting system, and learned about Kevin's manga and his life in Japan.

In August of the next year, Marika and Koichi went to the *airport to *see Kevin

off. Kevin said to them, "Marika, Koichi, thank you for your help. I will continue to make manga in Canada. I *want a lot of people to read my manga in Japan in the future." Koichi said to Kevin, "You have a nice dream. I hope your dream will *come true." Marika said to Kevin, "I want to work at a *TV station as a TV reporter in the future. Can I *interview you when you become a famous manga artist and I'm a TV reporter?" Kevin answered, "Thank you, Koichi. And, of course, yes, Marika! I'll be a famous manga artist, so please come to see me as a TV reporter!"

Nine years later, Marika called Kevin and said, "Hello, Kevin. *Congratulations! You won a prize in a Japanese manga contest." Kevin said, "Thank you. How did you know that?" She said, "You know Koichi and I work at the same TV station. I heard the news from him." He said, "Oh, I see." She said, "I have something to tell you, Kevin. I want to visit Canada to interview you as a TV reporter next month. Is that OK?" He was surprised and said, "Really? That's great!" She said, "Thank you. You are a famous manga artist, and I'll interview you as a TV reporter. Our dreams will come true soon!"

[注] high school 高校 homeroom 担任の until ~ ~まで
dictionary 辞書 news ニュース system 設備
translate ~ into ... ~を...に翻訳する reporter リポーター airport 空港
see ~ off ~を見送る want ~ to ... ~に...してほしい
come true 実現する TV station テレビ局
interview ~ ~にインタビューする Congratulations! おめでとう!

[問1] Marika said, "I'm glad to hear that." の内容を, 次のように書き表すとすれば,
[] の中に, 下のどれを入れるのがよいか。

Marika said she was glad because [] .

- ア she learned that Kevin's manga was put in the school library
- イ she learned that Koichi wanted to be a member of her broadcasting club
- ウ she learned that Kevin's manga was popular at school
- エ she learned that students at her school read Kevin's manga in English

[問2] 次のア~エの文を, 本文の内容の流れに沿って並べ, 記号で答えよ。

- ア Kevin asked Marika about *hosobu* at lunchtime.
- イ Kevin went back to Canada.
- ウ Marika read Kevin's manga for the first time.
- エ Marika and Koichi interviewed Kevin.

[問3] 次の(1)~(3)の文を, 本文の内容と合うように完成するには, [] の中に, それぞれ下のどれを入れるのがよいか。

(1) Marika wanted to speak English more because [] .

- ア she wanted to make more manga with Kevin
- イ she felt happy that she could speak English better than Kevin
- ウ Kevin told her that she was kind and that she spoke English well
- エ Kevin said that her English was too easy

(2) When Kevin showed his manga to Marika, [] .

- ア he wanted her to put it in their school library soon
- イ he wanted to translate it into Japanese with her
- ウ he wanted her to know the way to make it
- エ he wanted to make another manga with her

(3) When Marika and Koichi saw Kevin off at the airport, [] .

- ア Koichi didn't think Kevin's dream would come true
- イ Marika and Koichi wanted to go to Canada with Kevin
- ウ Marika said she wanted to work at a TV station with Kevin
- エ Kevin told Marika and Koichi about his dream

[問4] 次の(1), (2)の質問の答えとして適切なものは, それぞれ下のうちではどれか。

(1) What did Marika do when Kevin asked her about *hosobu* first?

- ア She answered his question soon by using her dictionary.
- イ She told him about it in Japanese.
- ウ She said she didn't have to tell him about it.
- エ She told him she would answer his question the next day.

(2) Why did Marika call Kevin?

- ア Because she wanted him to say congratulations to her.
- イ Because she wanted him to know Koichi won a prize.
- ウ Because she wanted to interview him as a TV reporter.
- エ Because she wanted to tell him that she worked at a TV station.

第 2 回
(10月)

テスト 時 間	50 分
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平均点 (都標準)	63 点
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問題番号			正答率	問題番号			正答率	問題番号			正答率
1	〔問題 A〕	対話文 1	93.6	3	〔問 1〕	76.0	4	〔問 1〕	47.4		
		対話文 2	83.5		〔問 2〕	90.5		〔問 2〕	52.8		
		対話文 3	77.7		〔問 3〕	68.1		(1)	69.1		
	〔問題 B〕	Q 1	52.5		〔問 4〕	75.8			(2)	72.4	
		Q 2	5.4		〔問 5〕	77.1				(3)	49.2
2	1		90.8		〔問 6〕	44.8		〔問 3〕	(1)	47.1	
	2		72.4		〔問 7〕	80.5			〔問 4〕	(2)	56.2
	3	(1)	74.8								
		(2)	5.9点								

注：23(2)の英作文の問題の正答率のらんの数値は、この問題の平均点を示しています。

1 リスニングテスト(放送による指示に従って答えなさい。)

[問題A] 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文1>

- ア Cathy can.
- イ Cathy's father can.
- ウ Cathy's brother can.
- エ Cathy's sister can.

<対話文2>

- ア She played soccer and cooked dinner.
- イ She cooked dinner and did her homework.
- ウ She watched TV and cooked dinner.
- エ She helped her brother and did her homework.

<対話文3>

- ア At the zoo.
- イ At Zach's house.
- ウ At the station.
- エ At Hitomi's house.

[問題B] <Question 1> では、下のア～エの中から適するものを一つ選びなさい。

<Question 2> では、質問に対する答えを8語の英語(1文)で、略語を使わずに書きなさい。

<Question 1>

- ア The computers on the large table.
- イ Her library card.
- ウ The computers at the desk.
- エ Her student ID card.

<Question 2>

(15秒程度、答えを書く時間があります。)

- 2 次の各問に答えよ。
(* 印の付いている単語・語句には、本文のあとに [注] がある。)

1 高校生の Shingo とアメリカ(US)からの留学生の Liam は、彼らの高校があるつぐみ市で行われるマラソン大会(marathon)のポスターを見ながら話をしている。 (A) 及び (B) の中に、それぞれ入る語句の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、下の I は、二人が見ているつぐみマラソン大会のポスターの一部である。

Liam: Can you join the Tsugumi City Marathon with me, Shingo?

Shingo: Sure. Which *course do you want to run?

Liam: (A). I want to run the longest course.

Shingo: Well, I think the *distance of 20 km is too long for me.

Liam: Oh, really? Then, let's run Course B.

Shingo: It's a ten-kilometer *race, right? OK.

Liam: Good. Each of us needs two thousand yen as the *entry fee.

Shingo: No. Look here. We are sixteen years old, so each of us needs to pay (B) yen for the entry fee.

Liam: Oh, you're right.

[注] course コース distance 距離 race レース entry fee 参加料
starting time 開始時刻

- ア (A) Course A (B) one thousand
イ (A) Course A (B) one thousand five hundred
ウ (A) Course C (B) one thousand
エ (A) Course C (B) one thousand five hundred

2 Shingo と Liam は、つぐみマラソン大会でゴールした直後に話をしている。 (A) 及び (B) の中に、それぞれ入る単語・語句の組み合わせとして正しいものは、右のページのア～エのうちではどれか。ただし、右のページの II-1, II-2 は、二人が見ている走者への案内と、つぐみマラソン大会に出店しているスポーツ用品店の一覧である。

Shingo: I'm so tired! I thought the course was a little long for me, but I could run!

Liam: I'm very happy because I could run with you.

Shingo: Me, too. Oh, look. We can get *pork miso soup or some ice cream *for free. Which will you choose?

Liam: I'll have pork miso soup. How about you?

Shingo: I'm feeling hot now, so I'll have some ice cream.

Liam: Oh, Shingo! We can get our photos of running in the marathon, too. I want some to send to my family in the US.

Shingo: Well, today is December 5th, so you can receive the photos on December

Tsugumi City Marathon			
Date: December 5th			
	Course A 20 km	Course B 10 km	Course C 5 km
Start / Finish	Tsugumi Central Park		
*Starting Time	8 a.m.	9 a.m.	10 a.m.
Age	Over 15	Over 12	Over 9
Entry Fee	¥4,000	¥2,000★	¥1,500◎
★Course B—From 13 years old to 18 years old → ¥1,500			
◎Course C—From 10 years old to 18 years old → ¥1,000			

(A) *at the earliest. You are going to leave Japan on December 16th, right?

Liam: Oh, no! You're right. I can't get my photos in Japan.

Shingo: I will get them for you and send them to your house in the US.

Liam: Really? Thank you very much.

Shingo: No problem. By the way, I want to visit a sports shop to buy some new running shoes.

Liam: Do you? Which shop do you want to visit?

Shingo: I heard (B) has a lot of good running shoes, so I want to go there.

Liam: Then, I'll go there with you. I want a new racket.

Shingo: Really? Then, let's go right now.

Liam: Wait, Shingo. We haven't had our pork miso soup and ice cream yet!

Shingo: Oh, I forgot about that. Let's go and get them!

Liam: Yes, let's. And let's go to the photo *booth and the sports shop after that.

Shingo: OK.

[注] pork miso soup 豚汁 for free 無料で at the earliest 最短で
booth ブース photographer カメラマン cycling サイクリング

- ア (A) 19th (B) Major One イ (A) 17th (B) Major One
ウ (A) 19th (B) Eddy's エ (A) 17th (B) Eddy's

3 次の文章は、アメリカに帰国した Liam が、Shingo に送った Eメールの内容の一部である。

Dear Shingo,

Thank you for your help during my stay in Japan. Running the Tsugumi City Marathon with you is the best *memory of my stay in Japan. Yesterday I received my photos of running in the marathon from you. We are smiling in the photos, so they are very good! Thank you, again.

Actually, people of all ages like running in my city, and we have a big marathon every year. The marathon event is very famous in the US, and a lot of people come to run the marathon. This year, about forty-five thousand people ran the marathon. At the event, many people in *wheelchairs do the marathon with us, too. I run this marathon every year and enjoy it.

Now, I'd like to ask you. What do you enjoy doing on the weekend? Please tell me about it.

*Write me back soon.

[注] memory 思い出 wheelchair 車いす write ~ back ~に返事を書く

For Runners

☆Pork Miso Soup or Ice Cream☆

Every runner can get pork miso soup or some ice cream for free after finishing the marathon.



☆Your Photos☆

*Photographers took your photos during the marathon. If you want them, please come to the photo booth and tell us your runner number. You will receive them in two weeks.

(2,000 yen for each photo)



Sports Shops in Tsugumi City Marathon

Shop Name	Sport
Major One	running/ swimming
BS Store	baseball/ soccer
Eddy's	running/ tennis
GIGA Guts	*cycling

(1) このEメールの内容と合っているのは、次のうちではどれか。

- ア Shingo sent Liam's photos of running in the Tsugumi City Marathon to him on December 5th.
 イ Liam is smiling with Shingo in his photos of running in the Tsugumi City Marathon.
 ウ Young people in Liam's city like running, but old people there don't.
 エ Liam helped people in wheelchairs and took them to the marathon.

(2) Shingo は Liam に返事の E メールを送ることにしました。あなたが Shingo だとしたら、Liam にどのような返事の E メールを送りますか。次の<条件>に合うように、下の の中に、三つの英語の文を書きなさい。

<条件>

- 前後の文につながるように書き、全体としてまとまりのある返事のEメールとすること。
 ○ Liam に伝えたい内容を一つ取り上げ、それを取り上げた理由を含めること。

□ □ ×

Dear Liam,

Thank you for your e-mail. Running the Tsugumi City Marathon with you is a special memory for me, too. You wrote that there were forty-five thousand people in your city's marathon. That sounds great! I want to run in your city's marathon.

Now I'll answer your question.

I hope we will *keep in touch.

Your friend,
Shingo

[注] keep in touch 連絡を取り合う

3 次の対話の文章を読んで、あとの各問に答えよ。
 (* 印の付いている単語・語句には、本文のあとに[注]がある。)

Yuto, Miko, and Daiki are high school students in Tokyo. Susie is a high school student from Canada. They are talking in their classroom after lunch.

Yuto: Hi, everyone. Look at these pictures.

Miko: Hi, Yuto. Wow! They are nice pictures. You and Daiki are smiling with an *elderly man.

Susie: Who is this elderly man?

Daiki: Mr. Yamamoto. Last month, all the students of our class visited different places to help elderly people as a *community *service, right?

Susie: Yes. I went to a *nursing home with Miko.

Miko: It was hard for us to help elderly people, but we had a good time with them.

Yuto: Good. Daiki and I went to Mr. Yamamoto's house and helped him. He lives alone.

Daiki: ⁽¹⁾ We took these pictures then.

Susie: You all look happy in the pictures. Please tell me more about your visit. What did you do for him?

Daiki: First, we changed the *LED bulbs in his house. He said to us, "I can't stand on a small chair."

Miko: I know it's difficult for elderly people to change bulbs on a small chair.

Yuto: Then, we cleaned his rooms. After that, we talked a lot. Mr. Yamamoto told us about our town in the *past. He also told us about his *grandchildren.

Susie: His grandchildren?

Daiki: Yes. One of them is a junior high school student, and her name is Mami. Mami and her family live in *the UK now. Mr. Yamamoto said, "Mami's birthday is coming soon. Can you help me to write her a birthday card in English? I want to *surprise her." So, we taught him how to write a card in English.

Miko: ⁽²⁾ How did you do that?

Yuto: Well, we tried to use easy English words because Mr. Yamamoto wrote a card in English for the first time. He was really happy to see the card when he finished writing it.

Susie: You also felt happy, right?

Daiki: Right. We were very happy. Before visiting him, we thought helping other people was making them happy. But after visiting him, we learned that doing something for other people made us happy, too.

Susie: You're right.

Miko: By the way, did you send Mr. Yamamoto these pictures?

Yuto: Yes, we did. And he called me yesterday. He is going to write a letter to Mami in English, and he wants us to help him. ⁽³⁾ We will visit him again next Sunday.

Miko: Can I go with you? I want to help him.

Susie: That sounds nice. I want to help him, too.

Yuto: Well, I'll tell him about that.

Miko: Thank you. I think learning about people in our town is learning about our community.

Daiki: ⁽⁴⁾ I think so, too. Now I know more about elderly people in our community.

Miko: You're right. I think it's important for people of different *generations to live together in a community. To do so, *communication is needed.

Yuto: *Both of these two words, "community" and "communication," have the *prefix "com-." This "com-" means "together."

Susie: ⁽⁵⁾ That's right. For example, "com-" of "company" or "*combination" has the same meaning, too.

Daiki: I'll think more about community service and communication with people of different generations to live together.

Miko: Me, too. Then, I will *be able to find the next thing to do for our community.

[注] elderly 年配の community 地域社会 service 奉仕
nursing home 老人ホーム LED bulb LED 電球 past 過去
grandchildren grandchild(孫)の複数形 the UK イギリス
surprise ~ ~を驚かす generation 世代
communication コミュニケーション both of ~ ~の両方 prefix 接頭辞
combination 組み合わせ be able to ~ ~することができる

[問1] ⁽¹⁾ We took these pictures then. の内容を、次のように書き表すとすれば、

の中に、下のどれを入れるのがよいか。

Yuto and Daiki took the pictures when .

- ア they told Miko and Susie about Mr. Yamamoto
- イ they went to a nursing home and helped elderly people
- ウ they visited Mr. Yamamoto and helped him
- エ they helped Mr. Yamamoto with the students of their class

[問2] ⁽²⁾ How did you do that? の内容を最もよく表しているのは、次のうちではどれか。

- ア Miko asked Yuto and Daiki, "How did you show Mr. Yamamoto how to stand on a small chair?"
- イ Miko said to Yuto and Daiki, "How did you teach Mr. Yamamoto how to change the LED bulbs?"
- ウ Miko asked Yuto and Daiki, "How did you show how to clean to Mr. Yamamoto?"
- エ Miko said to Yuto and Daiki, "How did you teach Mr. Yamamoto how to write a card in English?"

[問3] ⁽³⁾ We will visit him again next Sunday. の内容を最もよく表しているのは、次のうちではどれか。

- ア Yuto and Daiki will go to Mr. Yamamoto's house again next Sunday because he wants to send the pictures to Mami.
- イ Yuto and Daiki will visit Mr. Yamamoto again next Sunday to help him to write a letter in English to Mami.
- ウ Yuto and Daiki will go to Mr. Yamamoto's house again next Sunday to give the pictures to him.
- エ Yuto and Daiki will visit Mr. Yamamoto again next Sunday because he wants to write his second English letter to Mami.

[問4] ⁽⁴⁾ I think so, too. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Daiki also thinks .

- ア helping so many people in their town is learning about their town
- イ learning more about elderly people in their community is learning about their town
- ウ living together in a community is learning about people in their town
- エ learning about people in their town is learning about their community

〔問5〕 That's right. の内容を、次のように書き表すとすれば、 の中に、下のど
 (5) れを入れるのがよいか。

Susie knows that

- ア “community” and “communication” are needed for different generations
- イ “community” has the prefix “com-,” and that “communication” has the same meaning as “community”
- ウ “community” and “communication” have the prefix “com-,” and that “com-” means “together”
- エ “com-” means “together,” but that “com-” of “community” is different from “com-” of “communication”

〔問6〕 次の英語の文を、本文の内容に合うように書き表すとすれば、の中に、
下のどれを入れるのがよいか。

Miko doesn't think it's for elderly people to change bulbs on a small chair.

- ア difficult イ easy
ウ exciting エ important

〔問7〕 次の文章は、Yuto たちと話した日に、Susie が書いた日記の一部である。 (A) 及び (B) の中に、それぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。

Today, I talked with Yuto, Miko, and Daiki about our (A). Last month, Miko and I visited a nursing home, and Yuto and Daiki went to Mr. Yamamoto's house. Yuto and Daiki did many things for him. Yuto showed us some pictures. Yuto, Daiki, and Mr. Yamamoto looked happy in the pictures.

Miko thinks that people of different generations should live together in a (A), and that we need (B) for doing that. I have the same idea as her. It is important to think all generations live together in a (A). I will write a letter to the nursing home. I want to *keep in touch with people there.

[注] keep in touch with ~ ~と連絡を取り続ける

- ア (A) company (B) communication
イ (A) company (B) combination
ウ (A) community (B) communication
エ (A) community (B) combination

4 次の文章を読んで、あとの各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに[注]がある。)

Honoka is a junior high school student in the school science club. One day in November, Mr. Takei said to her and the other eight students in the club, “We are going to visit a mountain near here this Saturday. Let’s find *fossils there.” Mr. Takei knows a lot about fossils and often talks about the history of *the earth.

On Saturday, Mr. Takei, Honoka, and the other eight students got to the *foot of the mountain. After putting their bags on the ground, Mr. Takei told them how to find fossils. There were many *rocks there. First, he *broke a rock for the students and then said, “Find some rocks, and break them like this. The pieces of rocks should be smaller than a soccer ball. If you find something like a fossil in a rock, show me the rock.”

From nine o'clock, Honoka and the other students started to break rocks. About two hours later, one of the students, Alicia, talked to Honoka, "I haven't found any fossils yet. How about you?" Honoka answered, "No, I haven't." Alicia said, "I thought it would be easy for us to find fossils, but I was *wrong!*" Honoka said to her, "I agree. But it's fun for me to look for them." They couldn't find any fossils in the morning. At twelve o'clock, Mr. Takei said to Honoka and the students, "You feel tired and hungry, right? Let's eat lunch." When they were eating lunch, Honoka asked Mr. Takei, "Why do you like fossils?" Then, he told her his story. He said, "One day, when I was nine years old, my grandfather took me to a museum to see fossils. I went there for the first time. I said to my grandfather, 'How old are these fossils?' He answered, 'They're very old. Some of them are a million years old, and others are much older. Fossils are the presents from life on the earth *a long time ago.*' I have been interested in fossils since then, and I have found many kinds of fossils at many places in Japan." After listening to his story, Honoka really wanted to find a fossil.

In the afternoon, Honoka and the other students started to break more rocks again and worked hard for about an hour. Then, when Honoka broke a rock near the trees, she found a small thing in it. It looked like a *clam. Honoka ran to Mr. Takei and asked him, "Is this a fossil?" He smiled and said to her, "Yes. This is a fossil of a clam. Well, the clam lived about seventy million years ago. Good job, Honoka." She was surprised to hear his words. "How did you know the age of this fossil?" she asked. Mr. Takei answered, "Well, we know it because the *layers in these mountains were made about that time." Honoka smiled because she was very happy to find such an old fossil. He continued, "And from that fossil, we learn that the layers in the mountains were under the sea." She was *impressed to hear that.

The time to go home came. Some of the students found one or two fossils, and others didn't find any. But everyone learned a lot about fossils. Studying about fossils told them about the history of the earth. *On the way home, Honoka thought, "I want to study more about fossils." So, she asked Alicia, "Why don't we go to the museum? I want to see more fossils and study about them." Alicia answered, "That's a good idea!"

The next Saturday, Honoka and Alicia went to the city museum. There were many fossils in the museum. They saw fossils of plants, *insects, fish, and many other things. Seeing such fossils made them excited. Then, they found a fossil like a *jewel. They asked a *curator there about it. The curator said to them, "It's called *amber. It was made from the *resin of trees. Look, please. There is a small insect in this amber. Amber is a kind of important fossil, and some amber is used for *jewelry, too." Honoka didn't know some kinds of fossils were used as jewels. When Honoka and Alicia went back home, Alicia said to Honoka, "We learned many things about fossils today." Honoka said, "Yes. I want to have some amber as jewelry!"

[注] fossil 化石 the earth 地球 foot ふもと rock 石
broke ~ ~を割った(原形 break) wrong 間違っている
a long time ago ずっと昔に clam 二枚貝 layer 地層
impressed 感銘を受けて on the way home 帰宅途中に insect 昆虫
jewel 宝石 curator 学芸員 amber 琥珀 resin 樹脂
jewelry 宝飾品

[問1] I agree. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Honoka also thought that .

- ア she could find fossils easily and learned that she was wrong
- イ she could answer Alicia's question soon and learned that she was wrong
- ウ it was difficult for her to find fossils and learned that she was right
- エ it was easy for her to break rocks and learned that she was right

[問2] 次のア～エの文を、本文の内容の流れに沿って並べ、記号で答えよ。

- ア Honoka listened to Mr. Takei's story about his grandfather and him.
- イ Honoka went to the city museum with Alicia.
- ウ Honoka found a fossil of a clam.
- エ Honoka got to the mountain.

[問3] 次の(1)～(3)の文を、本文の内容と合うように完成するには、 の中に、それぞれ下のどれを入れるのがよいか。

(1) When Honoka and the other eight students in the club went to a mountain, .

- ア Mr. Takei wanted to tell them about the history of the mountain
- イ Mr. Takei wanted to know a lot about fossils
- ウ Mr. Takei told them how to find fossils on the mountain
- エ Mr. Takei told them they had to know more about the mountain

(2) When Mr. Takei was nine years old, .

- ア he got some presents from his grandfather
- イ he found a lot of fossils in many places in Japan
- ウ his grandfather told him to study about fossils
- エ his grandfather took him to a museum to see fossils

(3) Honoka was surprised when .

- ア she heard the layers in the mountains were made about seventeen million years ago
- イ she found breaking rocks was so hard for her
- ウ she heard Mr. Takei's words about the age of her fossil
- エ she found so many fossils near the tree

[問4] 次の(1)、(2)の質問の答えとして適切なものは、それぞれ下のうちではどれか。

(1) What did Mr. Takei say to the students about how to find a fossil?

- ア He said that they didn't have to break a rock before showing it to him.
- イ He said that they had to find one or two fossils on the mountain.
- ウ He said that they should break rocks as large as a soccer ball.
- エ He said that they should show him the rock if they found something like a fossil in it.

(2) What did Honoka learn about fossils in the city museum?

- ア She learned that the resin of trees was the most important fossil.
- イ She learned that some kinds of fossils were used for jewelry.
- ウ She learned that fossils of small insects were called amber.
- エ She learned that there were some fossils of fish in amber.

第 3 回
(11月)

テスト 時 間	50 分
平均点 (都標準)	58 点

問題番号			正答率
1	〔問題A〕	対話文 1	67.0
		対話文 2	88.2
		対話文 3	36.8
	〔問題B〕	Q 1	82.9
		Q 2	1.1
2	1		88.5
	2		48.2
	3	(1)	48.4
		(2)	5.8点

問題番号		正答率
3	〔問 1〕	74.2
	〔問 2〕	74.7
	〔問 3〕	74.7
	〔問 4〕	57.2
	〔問 5〕	62.8
	〔問 6〕	78.7
	〔問 7〕	48.9

問題番号			正答率
4	〔問 1〕		54.9
			53.0
	〔問 3〕	(1)	55.2
		(2)	54.0
		(3)	45.8
	〔問 4〕	(1)	48.4
		(2)	53.7

注：〔2〕3(2)の英作文の問題の正答率のらんの数値は、この問題の平均点を示しています。

1 リスニングテスト(放送による指示に従って答えなさい。)

[問題A] 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文1>

- ア They are eating lunch.
- イ They are watching a soccer game.
- ウ They are playing soccer.
- エ They are doing their homework.

<対話文2>

- ア He is going to go shopping.
- イ He is going to buy some books.
- ウ He is going to visit the zoo.
- エ He is going to visit his grandmother.

<対話文3>

- ア At about eleven fifty.
- イ At about twelve.
- ウ At about twelve ten.
- エ At about twelve twenty.

[問題B] <Question 1> では、下のア～エの中から適するものを一つ選びなさい。

<Question 2> では、質問に対する答えを7語の英語(1文)で書きなさい。

<Question 1>

- ア About tennis.
- イ About Japanese art.
- ウ About comic books.
- エ About movies.

<Question 2>

(15秒程度、答えを書く時間があります。)

2 次の各問に答えよ。
(* 印の付いている単語・語句には、本文のあとに [注] がある。)

1 高校生の Yuji とオーストラリアからの留学生の Bob は、人気のある日本のおみやげ (souvenir) について話をしている。 (A) 及び (B) の中に、それぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、下の I は、二人が見ているアンケートの結果である。

Bob: Yuji, look at this. These are popular Japanese souvenirs among foreign visitors.

Yuji: Wow, more than (A) *percent of them like green tea. I'm surprised.

Bob: It's popular in Australia. My parents also love it. It's different from *black tea.

Yuji: I usually don't buy green tea as a souvenir, so it's interesting.

Bob: *Sweets are also popular souvenirs.

Yuji: You're right. Actually, I always buy sweets for souvenirs, too. Last year I went to Hokkaido and bought a box of sweets for my friends.

Bob: Sweets are popular souvenirs among Japanese people, too.

Yuji: I think so. What do you want to buy for your friends in Australia?

Bob: Well, I think I will buy (B). We can only get them at temples or shrines in Japan.

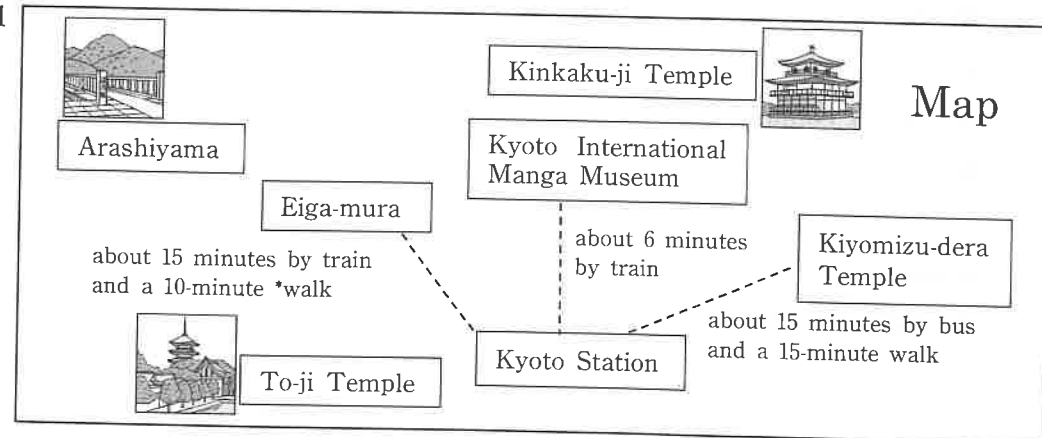
Yuji: There are many kinds. Your friends will be happy if you get ones for studying.

[注] percent パーセント black tea 紅茶 sweets お菓子 chopsticks 箸
charm お守り toy おもちゃ

ア (A) eighty (B) chopsticks イ (A) eighty (B) charms
ウ (A) ninety (B) chopsticks エ (A) ninety (B) charms

2 Yuji と Bob は修学旅行の予定について話をしている。 (A) 及び (B) の中に、それぞれ入る単語の組み合わせとして正しいものは、次のページのア～エのうちではどれか。ただし、下の II-1 と次のページの II-2 は、それぞれ、二人が見ている京都の地図 (map) と予定表 (timetable) である。

II-1



- 2 -

Bob: We will have our school trip next month. I'm excited.

Yuji: Me, too. Aki and Saori will join our group. So, our group has four members.

Bob: I see.

Yuji: Now, look at this map and timetable. We have to make our own plan for the second day.

Bob: What is Eiga-mura?

Yuji: It's an *amusement park. We can see movie *sets there, and actors wear samurai or ninja *costumes.

Bob: It sounds like fun. I want to go there.

Yuji: Aki and Saori want to visit Kiyomizu-dera Temple.

Bob: How about you? Are there any places you want to visit?

Yuji: Yes. I want to visit Kyoto International Manga Museum. It takes about (A) minutes from Kyoto Station by train. There are a lot of old comic books there.

Bob: I want to see them, too. Well, where can I buy souvenirs?

Yuji: There are many good shops around Kiyomizu-dera Temple. But if we go there first, we will have to carry souvenirs *all day.

Bob: Then, maybe we should not go there first.

Yuji: I think so, too. Let's go to Eiga-mura first in the morning. After that, let's visit Manga Museum and Kiyomizu-dera Temple. Then, we will be able to enjoy shopping just (B) we go back to Kyoto Station.

Bob: Sounds good. Let's talk to Aki and Saori about the plan.

[注] walk 徒歩 amusement park 遊園地 set セット costume 衣装
all day 一日中

ア (A) fifteen (B) after イ (A) fifteen (B) before
ウ (A) six (B) after エ (A) six (B) before

3 次の文章は、オーストラリアに帰国した Bob が Yuji に送った Eメールの内容の一部である。

Dear Yuji,

How are you? Thank you for helping me so much when I was in Japan. I had a great time and learned a lot of things about Japan.

I really enjoyed our school trip to Kyoto. I bought a lot of souvenirs for my friends and family in Australia and gave the souvenirs to them after I got home. My friends did not know much about Japan, so I told them about my stay there, too. Now they are interested in Japan. Some of them are thinking about going to Japan. I also bought green tea for my parents. They enjoy drinking it after dinner every day.

After visiting Kyoto, I read a lot of books about the city. Traveling to different places is a wonderful experience. There are many places I have not visited. I want to visit more different places in the future.

How about you, Yuji? Are there any places you want to visit? Please tell me about them.

- 3 -

(1) このEメールの内容と合っているのは、次のうちではどれか。

- ア Bob gave some souvenirs to his friends who were interested in Japan.
 イ Some of Bob's friends drink green tea after dinner every day.
 ウ Some of Bob's friends want to visit Japan after hearing about Bob's experiences.
 エ Bob read many books about Kyoto before going there.

(2) Yuji は Bob に返事のEメールを送ることにしました。あなたがYuji だとしたら、Bob にどのような返事のEメールを送りますか。次の<条件>に合うように、下の の中に、三つの英語の文を書きなさい。

<条件>

- 前後の文につながるよう書き、全体としてまとまりのある返事のEメールとすること。
 ○ Bob に伝えたい内容を一つ取り上げ、それに関する具体的な説明を含めること。

Dear Bob,

Thank you for your message. I enjoyed the school trip with you, too. You also taught me a lot about Australia when you were in Japan. Actually, I read some books about Australia after you went back to your country.

Now, I will answer your question. My answer is yes. I'll write about one of them.

I hope you will write an e-mail to me again soon.

Your friend,
 Yuji

3 次の対話の文章を読んで、あとの各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに[注]がある。)

Ken, Nobu, and Mai are junior high school students in Tokyo. Emma is a junior high school student from America. They are talking after lunch at school.

Ken: Nobu, this is a present for you.

Nobu: A present for me? It's not my birthday today, but thanks. Can I open it now?

Ken: Of course.

*Nobu opens the present box, and a *monkey *pops out of the box.*

Nobu: Oh! What is this?

Ken: It's a *jack-in-the-box. Are you surprised? It was my homework for art class.

Mai: Wow, that's cool. I love it.

Nobu: Thank you, Ken. But I don't like these kinds of *jokes very much.

Ken: Oh, I'm sorry. I just wanted to show this to you.

Mai: Do you have anything like this in America, Emma?

Emma: Yes. It's an example of a *practical joke.

Mai: What are practical jokes?

Emma: I'll give you some other examples. They are jokes like drawing a funny face on your friend's notebook, or showing a *cockroach *toy to your friends. Some people like to do these things to *surprise their friends.

Mai: Oh, I *threw a cockroach toy at my mother *once when I was a child.

Nobu: Really? Did your mother get angry?

Mai: Yes. I know some people get angry, but it's fun to surprise people. Do you feel angry with practical jokes, Nobu?

Nobu: No, I don't. I just don't think they are funny.

Emma: ⁽¹⁾ I *understand. Practical jokes are not funny to some people. Sometimes, they don't *seem like jokes. At school in America, *bullying sometimes starts from a practical joke. It just makes some people sad or *scared.

Ken: Oh, no. ⁽²⁾ I don't want to do that.

Nobu: Don't worry. I didn't feel sad or scared.

Mai: How about *surprise parties? Last month, we had a surprise party for Emma.

Emma: I was so happy. I think surprise parties can be practical jokes, but they surprise people in a good way. Everyone is happy.

Mai: ⁽³⁾ I think so, too. I love surprise parties because everyone can enjoy them.

Emma: I think there are good surprises and bad surprises. If some practical jokes are bad surprises, people will get angry.

Mai: I see. I think I should be careful. I don't want to make my friends angry

with practical jokes.

Emma: So, if you don't like practical jokes, what kinds of jokes do you like, Nobu?

Nobu: I like jokes that use words, like *dajare*.

Ken: I know you love *dajare*. You use *dajare* every day.

Emma: What are *dajare*?

Nobu: They are jokes that have the same or similar sounds. *Stēki wa steki desu* is one example. It means "steak is nice."

Emma: We call it a pun. There are a lot of English puns. For example, we say, "Sunday is stronger than Tuesday because Tuesday is a *weekday." Weekday sounds like "WEAK day."

Ken: I'm sorry. ⁽⁴⁾ Why is that funny?

Nobu: You should learn more about *dajare*, Ken. I will teach you about the world of *dajare* later. I also think puns are good for learning languages.

Emma: I think so, too. I can learn more Japanese words from *dajare*.

Mai: I want to know more about English jokes and puns. I want to tell funny jokes to students from abroad. ⁽⁵⁾ They are useful when we want to make new friends.

Emma: You're right. Jokes can help us when we talk with other people. They can be *icebreakers.

Mai: That's right. Emma, can you teach me some English jokes and puns?

Emma: Sure. Please teach me Japanese *dajare*.

Mai: OK!

[注] monkey サル pop out of ~ ~から飛び出す
jack-in-the-box びっくり箱 joke 冗談 practical joke いたずら
cockroach ゴキブリ toy おもちゃ surprise ~ ~を驚かす
threw ~ ~を投げた once 一度 understand 理解する
seem like ~ ~のように見える bullying いじめ scared こわがる
surprise サプライズ, 驚き steak ステーキ weekday 平日
icebreaker 空気をなごませるもの

[問1] ⁽¹⁾ I understand. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Emma understands that .

- ア a jack-in-the-box can make people surprised and happy
- イ it is a lot of fun to make people surprised
- ウ some people want to make their friends happy with jokes
- エ some people do not enjoy practical jokes

[問2] I don't want to do that. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Ken does not want to .

- ア do practical jokes that surprise people
- イ tell his friends that practical jokes are funny
- ウ make people sad or scared with his practical jokes
- エ go to America because bullying starts from practical jokes

[問3] I think so, too. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Mai also thinks that .

- ア practical jokes are different from surprise parties
- イ a lot of people feel happy when they have a surprise party
- ウ surprise parties can make some people sad or scared
- エ more people should have surprise parties to be happier

[問4] Why is that funny? の内容を最もよく表しているのは、次のうちではどれか。

- ア Ken thinks that English puns are funnier than *dajare*.
- イ Ken thinks that *dajare* are as funny as English puns.
- ウ Ken does not think that Tuesday is stronger than Sunday.
- エ Ken does not think that Emma's English pun is funny.

[問5] They are useful when we want to make new friends. の内容を最もよく表しているのは、次のうちではどれか。

- ア Practical jokes are useful if we want to meet new people.
- イ If we tell funny jokes, it is easier for us to make new friends.
- ウ Funny jokes are important because many people want to be happy.
- エ We should use English puns more often when our friends feel sad.

〔問6〕 次の英語の文を、本文の内容と合うように完成するには、の中に、下のどれを入れるのがよいか。

Ken showed Nobu a jack-in-the-box to make him .

- ア afraid
イ angry
ウ sad
エ surprised

〔問7〕 次の文章は、Ken たちと話した日に、Emma が書いた日記の一部である。 (A) 及び (B) の中に、それぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。

Today, I talked about jokes with Ken, Nobu, and Mai. Ken and Mai (A) practical jokes, but there are some people who get angry with practical jokes. So, Mai wants to be careful.

Nobu thinks *dajare* are funny. He gave me an example of *dajare*. They are jokes (A) English puns. Nobu said puns were good for learning languages. Mai is interested in English jokes (B) are good icebreakers. So, I will teach some English jokes and puns to Mai, and she will teach me Japanese *dajare*.

- ア (A) enjoy (B) that イ (A) enjoy (B) and
ウ (A) like (B) that エ (A) like (B) and

4 次の文章を読んで、あとの各問に答えよ。
(* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

Ayaka lived in a small house with her parents. Her house had a beautiful garden. She and her parents loved the garden, and they spent a lot of time there. Ayaka's father took care of the garden every day, and Ayaka always helped him in the garden. The garden was always full of flowers and trees.

Ayaka's mother was sick and in a *wheelchair for many years. Ayaka *planted many kinds of flowers in the garden to show them to her mother. She was happy when she worked in the garden that her mother loved. On sunny days, she read books and had tea in the garden with her mother. When she was twelve years old, her mother said, "Ayaka, you will be a junior high school student in April. I cannot wait to see you in a school uniform." That winter, her mother died.

Ayaka remembered that day in early February. It was a cold day. When she was at school, her teacher came to her and said, "Your mother *fell down and went to the hospital. I will take you to the hospital, so get ready to go now." When Ayaka arrived at the hospital, her father was already there. He *held Ayaka and said, "I'm sorry, Ayaka. I'm sorry ..."

Ayaka could not show her school uniform to her mother. When she became a junior high school student, she started to *avoid the garden. Her father tried to *bring her back to the garden. One evening, when they were having dinner, he said, "Ayaka, I will clean the garden this Saturday. Can you help me?" Ayaka answered, "I'm sorry, Dad. I'm going shopping with my friends." "How about Sunday then?" he asked. Ayaka got angry and said, "No! I don't want to. It's your garden. I took care of it because I wanted to show many kinds of flowers to Mom. If you still want to do it, I won't stop you." And she went to her room.

One day in June, a letter came for Ayaka's mother. It was sent from an artist who lived in New York. Her name was Naomi Oka. Ayaka opened the letter and read it. In the letter, Ms. Oka wrote that she would come to Tokyo and that she wanted to see Ayaka's mother. She also sent three tickets for her *exhibition at a museum. That evening, Ayaka showed the letter and the tickets to her father. He said, "Ms. Oka is your mother's old friend. They went to the same *university. Your mother loved her *paintings. I want to show you her paintings. You will love them." Ayaka became interested in them. She said, "Please take me to the exhibition."

The next Saturday, Ayaka went to the exhibition with her father. She was surprised when she saw a lot of people at the exhibition. Her father said, "Ms. Oka is a famous artist. She has a lot of fans." Ayaka didn't know that, but she was happy because her mother's friend was such a famous artist. Ayaka was looking around the exhibition. Suddenly, she stopped in front of one painting. She could not move for a few minutes. It was a painting of the garden at Ayaka's house!

Ayaka and her father met Ms. Oka after the exhibition. Ayaka's father and Ms.

Oka talked *for a while. Ms. Oka said, "Oh. Fifteen years have *passed since I painted that garden. I remember it like yesterday." They were talking about the old days. Ms. Oka said to Ayaka, "When I saw you the *last time, you were only two years old. I had a great time in the garden with you and your mother." Then, Ms. Oka asked Ayaka's father, "So, are you still taking care of her garden?" "Yes, I am," he said. "Her garden?" Ayaka said. Ms. Oka answered, "Yes. Your mother started that garden before you were born. But she became sick, so your father has been taking care of it since then."

Ms. Oka *took some pictures out of her bag and showed them to Ayaka. They were pictures of the garden. She said, "Your mother sent me many pictures. I love her pictures. I can see different flowers in each season. I heard that you planted these flowers, Ayaka. Your mother said she was so happy." In the pictures, Ayaka saw colorful flowers. *Teardrops started to fall on the pictures.

On a sunny morning in July that year, Ayaka was in the garden. Her father came to the garden and said, "Ayaka, what are you doing? You don't have to *water the garden today. It's going to rain this afternoon." "I'm taking pictures, Dad. Look at these *morning glories I planted. I will send pictures of them to Ms. Oka," Ayaka said. Her father smiled and said, "She will be very happy."

[注] wheelchair 車いす plant ~ ~を植える fell down 倒れた
held ~ ~を抱きしめた avoid ~ ~をさける
bring ~ back to ... ~を...へ連れ戻す exhibition 展覧会
university 大学 painting 絵画 for a while しばらくの間 pass 過ぎる
last 最後の take ~ out of ... ~を...から取り出す teardrop 涙のしずく
water ~ ~に水をやる morning glories アサガオ(複数形)

[問1] Ayaka could not show her school uniform to her mother. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Ayaka's mother .

- ア could not show Ayaka a new school uniform
- イ died before Ayaka became a junior high school student
- ウ tried to see Ayaka's school uniform at the hospital
- エ could not wear a school uniform because she was in the hospital

[問2] 次のア～エの文を、本文の内容の流れに沿って並べ、記号で答えよ。

- ア Ayaka read a letter from a woman who lived in New York.
- イ Ayaka and her father went to an exhibition at the museum.
- ウ Ayaka and her mother enjoyed reading books and having tea in the garden.
- エ Ayaka heard a story about the garden and her mother from Ms. Oka.

[問3] 次の(1)～(3)の文を、本文の内容と合うように完成するには、 の中に、それぞれ下のどれを入れるのがよいか。

(1) Before Ayaka's mother died, .

- ア Ayaka did not want to take care of the garden
- イ Ayaka stopped helping her father in the garden
- ウ Ayaka sent pictures of the garden to Ms. Oka
- エ Ayaka planted many kinds of flowers in the garden

(2) Ms. Oka wrote a letter because .

- ア she would go to Ayaka's house to see the garden
- イ she would visit Tokyo and wanted to see Ayaka's mother
- ウ she wanted tickets for an exhibition of a famous artist
- エ she wanted to show Ayaka the garden at her house

(3) When Ayaka went to the exhibition at the museum, .

- ア she learned that her mother and Ms. Oka went to the same university
- イ she saw a lot of people who wanted to buy Ms. Oka's paintings
- ウ she found that Ms. Oka knew about the garden at Ayaka's house
- エ she saw many paintings that showed Ms. Oka's fans

[問4] 次の(1), (2)の質問の答えとして適切なものは、それぞれ下のうちではどれか。

(1) When was the painting of the garden at Ayaka's house painted?

- ア It was painted thirteen years ago.
- イ It was painted when Ayaka was twelve.
- ウ It was painted fifteen years ago.
- エ It was painted when Ayaka was two years old.

(2) Why did Ayaka take pictures of morning glories in the garden?

- ア Because she wanted to clean the garden.
- イ Because she wanted to plant new flowers in the garden.
- ウ Because she wanted to water the garden.
- エ Because she wanted to send them to Ms. Oka.

第 4 回
(12月)

テスト 時 間	50 分
平均点 (都標準)	60 点

問題番号			正答率	問題番号			正答率	問題番号			正答率
1	【問題A】	対話文1	64.1	3	〔問1〕	63.9	4	〔問1〕	74.7		
		対話文2	93.9		〔問2〕	55.8		〔問2〕	37.5		
		対話文3	85.2		〔問3〕	58.3		(1)	71.8		
	【問題B】	Q1	84.1		〔問4〕	60.9		〔問3〕(2)	51.2		
		Q2	3.3		〔問5〕	73.9		(3)	51.1		
2	1		80.0		〔問6〕	26.5		〔問4〕(1)	45.8		
	2		57.0		〔問7〕	63.8		(2)	51.8		
	3	(1)	73.0								
		(2)	4.8点								

注：23(2)の英作文の問題の正答率のらんの数値は、この問題の平均点を示しています。

1 リスニングテスト(放送による指示に従って答えなさい。)

[問題A] 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文1>

- ア At one thirty.
- イ At one fifty.
- ウ At two o'clock.
- エ At three o'clock.

<対話文2>

- ア He wants to study music in Sydney.
- イ He wants to study science in Sydney.
- ウ He wants to study music in New York.
- エ He wants to study science in New York.

<対話文3>

- ア A blue T-shirt.
- イ A red T-shirt.
- ウ A blue cap.
- エ A red cap.

[問題B] <Question 1> では、下のア～エの中から適するものを一つ選びなさい。
<Question 2> では、質問に対する答えを6語の英語(1文)で書きなさい。

<Question 1>

- ア They will start buying souvenirs.
- イ They will start enjoying snacks.
- ウ They will start talking to their teachers.
- エ They will start having dinner.

<Question 2>

(15 秒程度、答えを書く時間があります。)

2 次の各問に答えよ。
 (*印の付いている単語・語句には、本文のあとに〔注〕がある。)

1 高校生の Hiro とニュージーランドからの留学生の John は、文化祭で披露するダンスについて調べている。〔A〕及び〔B〕の中に、それぞれ入る単語・語句の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、下の I は、二人が見ている世界のダンスを紹介したウェブサイトの一部である。

John: Have you found any good I ideas for our dance?

Hiro: Well, look at this website. It's about dances around the world.

John: That's interesting. We can choose one from these. I like the 〔A〕. It's a traditional dance from my country.

Hiro: Yes, I like its powerful performance. But our team did it last year. We should try a new *style.

John: I see. What style do other members want to try?

Hiro: Emi wants to try a *European style. Olivia said she wanted to do a Japanese dance.

John: Olivia is going to go back to Hawaii after the school festival, right? If we do the 〔B〕, she will be happy.

Hiro: But Emi won't be happy. I think we should talk to them.

〔注〕 style 形式, スタイル European ヨーロッパの hula フラダンス
 haka ハカ(踊り) flamenco フラメンコ Spain スペイン

ア (A) hula (B) flamenco イ (A) haka (B) flamenco
 ウ (A) hula (B) Awa Odori エ (A) haka (B) Awa Odori

2 Hiro と John は、週末の一日バス旅行について話をしている。〔A〕及び〔B〕の中に、それぞれ入る単語・語句の組み合わせとして正しいものは、右のページのア～エのうちではどれか。ただし、右のページの II-1、II-2 は、二人が見ているバス旅行のチケットの料金表と日程である。

Hiro: I hear your family will come to Japan.

John: Yes. My parents and sister will come. They will stay for two weeks, from November 17 to December 1.

Hiro: What will you do with them?

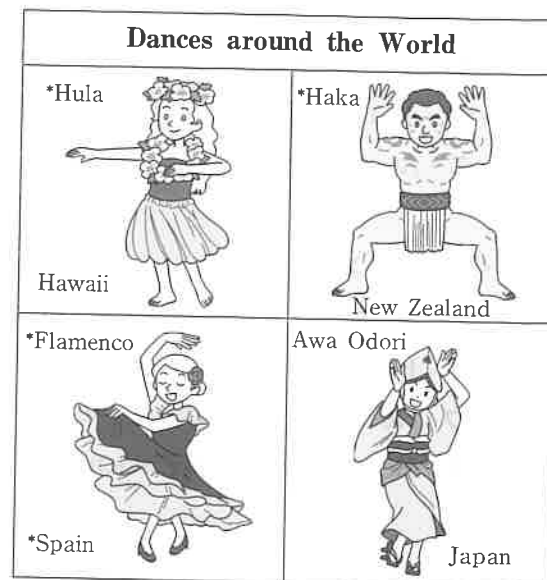
John: Look. I found a *leaflet of one-day bus trips. I think my family will enjoy one of these bus trips.

Hiro: That's a good idea.

John: Thank you. Also, my sister is five years old, so she can get a *discount. Discounts are important to my mother.

Hiro: I thought your sister was an elementary school student.

John: Yes, she is. She is a first-year student. In New Zealand, children start going to school earlier than in Japan.



Hiro: I see. So your sister can get a ticket for 〔A〕. II-1

John: That's right. Well, I don't know some of the places on the *routes. What is Wakaba Garden like?

Hiro: It's a traditional Japanese garden. It's a very quiet place.

John: Then I should not choose Trip A. I don't think my sister will enjoy a quiet place.

Hiro: I agree. I think she will enjoy the Yosakoi Festival.

John: I think so, too. What can we enjoy at Aoi *Castle and Midori Park?

Hiro: At Aoi Castle, you can learn Japanese history. I think you will like it. Midori Park is one of the largest parks in this city. It's popular among families with children.

John: I don't think my sister will enjoy learning Japanese history, so I think 〔B〕 is the best trip for us. Thank you very much for your help.

〔注〕 leaflet チラシ discount 割引 route ルート castle 城
 price 値段 adult おとな

ア (A) children (B) Trip C イ (A) students (B) Trip C
 ウ (A) children (B) Trip D エ (A) students (B) Trip D

3 次の文章は、ニュージーランドに帰国した John が Hiro に送った Eメールの内容である。

Dear Hiro,

I came back to New Zealand last week. Thank you for your help while I was in Japan. I enjoyed my stay in Japan very much. I remember we practiced dancing every day. It was hard, but I really enjoyed it. At the school festival, we danced very well and many people enjoyed our dance. I was very happy. While we were dancing on the stage, some students came up and danced with us. I was surprised, but it was a lot of fun, too.

I also remember the bus trip. You helped me when I chose the trip, and you also came with us! My sister liked you very much and she often says, "I want to see Hiro again soon." She also enjoyed seeing the yosakoi dance. She liked it very much, and she learned how to do it on the Internet after coming back to New Zealand. She danced it for me yesterday. I was surprised that she did it very well. She said, "I will dance yosakoi with Hiro when I see him again."

How about you, Hiro? What do you want to do with my sister when you see her next time? Please tell me about it in your next e-mail.

Your friend,
 John

Ticket *Prices

*Adults: 7,000 yen
 Students: 5,000 yen
 Children: 2,000 yen(※)

※Only for children under 6 years old

Trip	Date	Routes
A	November 20	Wakaba Garden - National Museum
B	November 21	Kabuki Theater - Yayoi Temple
C	November 27	Aoi Castle - Yosakoi Festival
D	November 28	Midori Park - Yosakoi Festival

(1) このEメールの内容と合っているのは、次のうちではどれか。

ア John was very good at dancing, so it was easy for him to practice dancing for the school festival.

イ John enjoyed dancing with the people who came up on the stage at the school festival.

ウ John's sister wanted Hiro to come to the bus trip with her, but he was busy and couldn't do it.

エ John liked the *yosakoi* dance and learned it on the Internet after coming back to New Zealand.

(2) Hiro は John に返事のEメールを送ることにしました。あなたが Hiro だとしたら、John にどのような返事のEメールを送りますか。次の<条件>に合うように、下の
□の中に、三つの英語の文を書きなさい。

<条件>

- 前後の文につながるように書き、全体としてまとまりのある返事のEメールとすること。
- John に伝えたい内容を一つ取り上げ、それを取り上げた理由を含めること。

□ □ ×

Dear John,

How are you? Thank you for your e-mail. I also enjoyed dancing with you at the school festival. I think you are a good dancer. And I think I should start practicing *yosakoi* now.

Now, I will answer your question.

I hope to see you again soon.

Your friend,
Hiro

3 次の対話の文章を読んで、あとの各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに[注]がある。)

*Ryo, Emi, and Kaito are high school students in Tokyo. Sue is a high school student from New York. They are talking about *volunteer activities.*

Ryo: How was the *cleanup event last Sunday, Emi?

Emi: It was great. I think more than 20 people came to the event. We worked hard to clean the park near the city hall. This is a T-shirt from the event. It's for you, Ryo.

Ryo: Thank you. I wanted to go, but I had to help my mother that day.

Emi: It's OK. Don't worry. You should volunteer if you are free. Have you ever *participated in any volunteer activities, Kaito?

Kaito: No, I haven't. But I'm interested.

Emi: Are you? You should come with us next time. We usually clean some parks in the city. I feel happy when I do something good for the *community.

Sue: ⁽¹⁾ I do, too. Many people participate in volunteer activities because they want to make their communities better.

Kaito: I see. Do you do any volunteer activities, Sue?

Sue: Yes. I teach children English at *gakudo* near the station. I love children.

Emi: Wow, I love children, too. Do you think I can teach English to them?

Sue: Yes. I go there every Friday. You can come with me if you like.

Emi: Really? Then, I will go with you this Friday.

Kaito: I didn't know that you liked volunteering, Emi.

Emi: Well, my sister lives in New York and I went there to see her last summer. During my stay, I participated in a cleanup event at the city library with her. Many people came to the event, and I enjoyed talking with them. They loved their library. Since then, I've been interested in volunteering.

Sue: People in New York like volunteering. It's good for people to participate in volunteer activities and meet others in the community.

Emi: That's true. I hope more people will come to the cleanup events in our city. But I don't think many people in our city are interested in volunteering.

Ryo: ⁽²⁾ You're right. I read a report. In *the U.S., more than 40 percent of people do some volunteer activities. In Japan, however, only about 25 percent do them. But I think volunteering is getting more popular in Japan.

Kaito: ⁽³⁾ I think so, too. There was a big earthquake many years ago. My father went to Sendai to help people there. He said he saw many volunteers there. I think many people in Japan want to help people *in need when a *disaster happens.

Emi: But why is volunteering very popular in the U.S.?

Sue: We think volunteering is part of our *duty. In Japan, many people participate in volunteer activities only during a disaster like an earthquake. There are also some differences in *education. For example, volunteering is part of our school *curriculum.

Ryo: Do you mean students have to do volunteer activities?

Sue: Yes. They work at many places such as hospitals, elementary schools, and libraries. Some students *plant trees or clean the parks in their cities.

Emi: That's nice. I think students in Japan should have such a curriculum.

Sue: ⁽⁴⁾ Well, some people don't agree with that. They say volunteering should not be *mandatory. In the curriculum, all the students have to do some volunteer activities to *graduate from high school.

Emi: But I think everyone should experience things like volunteering when he or she is young.

Sue: Actually, I wasn't interested in volunteering before I did it at school. But I felt happy after I worked for the community.

Kaito: I think we should *make people know more about volunteering. Then more people in Japan will become interested in it.

Ryo: Emi, how about writing an *article about your activities on the school newspaper? Kaito, you are one of the *editors of the newspaper. Maybe you can help Emi.

Emi: ⁽⁵⁾ That's a good idea. I hope more students will become interested in volunteering.

Kaito: OK. I'll help you.

[注] volunteer ボランティア, ボランティアをする cleanup そうじ
participate in ~ ~に参加する community 地域社会
the U.S. アメリカ合衆国 in need 困っている disaster 災害
duty 義務 education 教育 curriculum カリキュラム
plant ~ ~を植える mandatory 強制的な
graduate from ~ ~を卒業する make ~ know ... ~に...を知らせる
article 記事 editor 編集者

[問1] ⁽¹⁾ I do, too. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Sue also thinks that .

- ア Kaito has to clean the parks in the city
- イ doing volunteer activities makes her happy
- ウ Emi should do something good more often
- エ it is important for people to help their mothers

[問2] ⁽²⁾ You're right. の内容を最もよく表しているのは、次のうちではどれか。

- ア Ryo doesn't think that volunteering is popular in his city.
- イ Ryo doesn't think that there are many cleanup events that he can participate in.
- ウ Ryo doesn't think that volunteer activities are popular in the U.S.
- エ Ryo thinks that there are more people who like volunteering in Japan than in the U.S.

[問3] ⁽³⁾ I think so, too. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Kaito also thinks that .

- ア many people want to go to the U.S. to learn about volunteering
- イ only 25 percent of people in Japan are interested in volunteering
- ウ volunteer activities are popular among Japanese people who have visited New York
- エ more people in Japan are interested in volunteering than before

[問4] ⁽⁴⁾ Well, some people don't agree with that. の内容を最もよく表しているのは、次のうちではどれか。

- ア Sue does not want to do volunteer activities in the school curriculum.
- イ Some people in Japan think volunteering should be mandatory.
- ウ Some people do not want students to do volunteer activities in the school curriculum.
- エ Some students don't think they should plant trees in parks.

[問5] ⁽⁵⁾ That's a good idea. の内容を最もよく表しているのは、次のうちではどれか。

- ア Emi is interested in working as an editor of the school newspaper like Kaito.
- イ Emi is interested in writing an article about volunteering for the school newspaper.
- ウ Emi is interested in learning more about volunteering from Kaito's school newspaper.
- エ Emi likes Ryo's idea of writing about the differences in volunteering between Japan and the U.S.

[問6] 次の英語の文を、本文の内容に合うように書き表すとすれば、の中に、下のどれを入れるのがよいか。

Emi participated in a volunteer activity with her sister in New York.

- ア live
イ lived
ウ lives
エ living

[問7] 次の文章は、Ryo たちと話した日に、Sue が書いた日記の一部である。 (A) 及び (B) の中に、それぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。

Today, I talked with Ryo, Kaito, and Emi about volunteer activities. Emi participated in a cleanup event last Sunday. Ryo could not participate in the event, but Emi (A) him a T-shirt from the event. Emi did a volunteer activity (B) she was in New York last year. She has been interested in volunteering since then. She also wants to come to *gakudo* with me to teach children English.

Kaito and Ryo think that volunteering is getting more popular in Japan. I think there are some differences in volunteering between Japan and the U.S. Many people in Japan do volunteer activities only (B) a disaster happens. People in the U.S. do them more often for the community. Kaito wants to make people know about volunteering. Then Ryo (A) Emi the idea of writing an article about volunteering for the school newspaper.

- | | | | |
|------------|----------|------------|----------|
| ア (A) gave | (B) when | イ (A) took | (B) when |
| ウ (A) gave | (B) that | エ (A) took | (B) that |

4 次の文章を読んで、あとの各問に答えよ。
(* 印の付いている単語・語句には、本文のあとに[注]がある。)

Saki was a student at Midori High School. She was a member of the book club at school. She loved reading. At the club *meeting, the members usually talked about books they liked. The book club was famous in the city and one of the oldest clubs at school. Students who loved reading came to Midori High School and joined the book club.

When Saki became a second-year student, twelve new students joined the book club. The club *supervisor, Mr. Oka, said to the new students, "I'm happy we have many new members again. This club has many people who love reading books and sharing their *thoughts. I want you to read a lot and share your thoughts with the older students." Saki was happy to hear that. She liked to do that very much.

Mana was one of the new members of the book club. When she joined the club, she said, "I chose Midori High School because I wanted to join this book club. Now I'm a member of the club, and I'm so happy." At her first club meeting, she talked about her favorite book, **A Christmas Carol* written by *Charles Dickens.

That evening, Saki talked to her father about Mana. She said, "*A Christmas Carol* is your favorite book, right?" Her father said, "Oh, did I tell you that? Yes, it's one of my favorite books. I know it's one of yours, too." Saki's father was a *novelist. Saki loved to talk about books with him. She said to him, "Mana is very interesting. She always stays in the library after school. I think she reads a lot."

One day, Saki saw Mana in the library. Saki talked to Mana and said, "Hello, Mana. What are you doing?" Mana looked surprised and said, "Oh, hello, Saki. I was just looking for something." Then she looked down and walked *out of the library. Saki was surprised because Mana was *crying.

The next day, Saki saw Mana again in the library. Mana took one book from the shelf and opened it. She checked something and returned the book to the shelf. Saki came to Mana and said, "Mana, what are you doing? You're *acting a little strange." Mana looked down and said, "I'm just looking for a book I want to read. That's all." Saki said, "Is that true? If you need help, please tell me. What is the problem?" Then Mana looked at Saki and said, "I'm looking for my grandmother's books. She *donated her books to this library before she died three years ago. She said that she *had left a message for me in one of her books. So I want to find it, but I can't." She started crying. Saki thought, "Mana became a student at Midori High School because she wanted to find her grandmother's message."

Saki went home and talked with her father. She said, "I don't think we can find such a message in a book in the library. There are too many books there. Do you really think her grandmother wrote a message on a piece of paper and put it in a book? *If so, someone may find it and *throw it away." When her father heard that, he looked surprised. Then he smiled, looked at Saki, and said, "What is Mana's family name?" Saki said, "It's Fujita. She is Fujita Mana." He said, "I realized something. Can you wait here? I will come back soon." From his room, he brought a picture. He showed it to Saki and said, "Does Mana look like this woman? This is Ms. Fujita. She was a teacher at Midori High School, and she started the book

club.”

The next weekend, Saki and her father visited Mana. They showed Mana the picture of Ms. Fujita. After seeing it, Mana said, “This is my grandmother.” Then Saki’s father started to tell a story about his high school days. He said, “I’m a *graduate of Midori High School. I did not like reading when I was a high school student.” Saki said, “I didn’t know that.” He said, “Ms. Fujita was a *passionate teacher. All the students liked her. Of course I did, too. When she started the book club, I became a member of the club.” Saki said, “Why? You didn’t like reading then.” He said, “No, I didn’t. So Ms. Fujita played a *trick on me. She said she *had written a letter to me and put it in one of the books in the library.” Mana asked, “Did you find the letter?” Saki’s father said, “No. I checked almost all the books in the library, but I could not find it.” Mana said, “Why did my grandmother tell you about a letter?” Saki’s father smiled and said, “To find her letter, I stayed in the library for a long time. I could not find it, but I found my love of books. Now I think this trick was a gift from your grandmother.”

After hearing that, Mana said, “Grandmother knew I would go to Midori High School and try to find her message in the library. Maybe she played a trick on me too, but now I understand why she did it. She wanted me to read a lot of books. I think I have received a wonderful gift from her.” Saki and her father smiled after hearing that.

[注] meeting 集まり supervisor 顧問 thought 考え
A Christmas Carol 『クリスマスキャロル』(本のタイトル)
 Charles Dickens チャールズ・ディケンズ(19世紀の小説家) novelist 小説家
 out of ~ ~から cry 泣く act strange 奇妙にふるまう
 donate ~ ~を寄贈する had left ~ ~を残した If so もしそうなら
 throw ~ away ~を捨てる graduate 卒業生 passionate 情熱的な
 (play a) trick いたずら(をする) had written ~ ~を書いた

[問1] She liked to do that very much. の内容を、次のように書き表すとすれば、
 [] の中に、下のどれを入れるのがよいか。

Saki liked to [].

- ア read a lot of books alone in her room
- イ study in the school library with her friends
- ウ come to school with her friends in the morning
- エ read books and talk about them with other people

[問2] 次のア～エの文を、本文の内容の流れに沿って並べ、記号で答えよ。

- ア Saki and her father visited Mana and talked about Ms. Fujita.
- イ Mana became a member of the book club at Midori High School.
- ウ Saki’s father showed Saki a picture.
- エ Saki talked with her father about Mana for the first time.

[問3] 次の(1)～(3)の文を、本文の内容と合うように完成するには、[] の中に、それぞれ下のどれを入れるのがよいか。

- (1) When the new school year started, Mr. Oka said that [].
 ア the book club had too many members
 イ he wanted more new members for the book club
 ウ he was happy because he had many new members for the book club
 エ the number of the members of the book club was getting smaller
- (2) When Saki’s father was a high school student, [].
 ア he was a member of the book club
 イ he got *A Christmas Carol* from Ms. Fujita
 ウ he gave Ms. Fujita a picture of him
 エ he sent Ms. Fujita a letter and a book
- (3) Saki’s father stayed in the library for a long time because [].
 ア he was looking for books he wanted to read
 イ he wanted to find a letter from Ms. Fujita
 ウ he had to write a book to become a novelist
 エ he loved reading books there with Ms. Fujita

[問4] 次の(1), (2)の質問の答えとして適切なものは、それぞれ下のうちではどれか。

- (1) What was Mana doing when Saki saw her in the library for the second time?
 ア She was writing a message to her grandmother.
 イ She was looking for a message written by her grandmother.
 ウ She was reading her grandmother’s favorite book.
 エ She was trying to find a book written by her grandmother.
- (2) What did Mana think about her grandmother’s trick?
 ア She thought, “My grandmother wanted me to become a novelist.”
 イ She thought, “My grandmother wanted me to become friends with Saki.”
 ウ She thought, “My grandmother wanted me to look at a picture taken by Saki’s father.”
 エ She thought, “My grandmother wanted me to read many books.”

第 5 回

(1 月)

テスト 時 間	50 分
平均点 (都標準)	69 点

問題番号			正答率	問題番号			正答率	問題番号			正答率
1	【問題 A】	対話文 1	81.9	3	〔問 1〕		40.9	4	〔問 1〕		73.1
		対話文 2	97.3		〔問 2〕		73.6		〔問 2〕		47.9
		対話文 3	88.8		〔問 3〕		84.1		(1)	67.4	
	【問題 B】	Q 1	50.9		〔問 4〕		89.8			(2)	67.4
		Q 2	10.3		〔問 5〕		86.2				(3)
2	1		58.6		〔問 6〕		71.5		(1)	63.4	
	2		71.3		〔問 7〕		68.0			〔問 4〕	(2)
	3	(1)	70.8								
		(2)	6.9点								

注：23(2)の英作文の問題の正答率のらんの数値は、この問題の平均点を示しています。

1 リスニングテスト(放送による指示に従って答えなさい。)

[問題A] 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文1>

- ア The 5:00 train.
- イ The 5:15 train.
- ウ The 5:20 train.
- エ The 5:25 train.

<対話文2>

- ア She will go to see a movie.
- イ She will clean her room.
- ウ She will do her homework.
- エ She will visit the museum.

<対話文3>

- ア Takuya's brother did.
- イ Takuya's sister did.
- ウ Takuya's father did.
- エ Takuya's mother did.

[問題B] <Question 1> では、下のア～エの中から適するものを一つ選びなさい。
<Question 2> では、質問に対する答えを8語の英語(1文)で書きなさい。

<Question 1>

- ア For five years.
- イ For ten years.
- ウ For fifteen years.
- エ For twelve years.

<Question 2>

(15 秒程度、答えを書く時間があります。)

- 2 次の各問に答えよ。
(* 印の付いている単語・語句には、本文のあとに [注] がある。)

1 高校生の Kazu とアメリカからの留学生の Mike は、授業で他の生徒による課題研究の発表 (presentation) を聞いたあとに話をしている。 (A) 及び (B) の中に、それぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、下の I は、二人が聞いた発表の発表資料である。

Kazu: I think Eri and Sarah did a very good job.

Mike: I think so, too. I enjoyed listening to their presentation very much.

Kazu: I enjoyed their presentation about Ms. Matsuoka very much because I want to be a *dentist in the future.

Mike: I hope your dream will come true. Well, she is the dentist who comes to our school in (A), right?

Kazu: Yes. I think she is a very good dentist.

Mike: I see. Well, I enjoyed Mr. Iwata's story.

Kazu: Did you?

Mike: Yes. My host family likes the shop very much because it sells very good meat. I often visit the shop with my host family. But I didn't know it has a history of about (B) years.

Kazu: Well, I've never been there.

Mike: You should try. The beef there is really good.

[注] dentist 歯医者 worker 労働者 owner 所有者 butcher 肉屋
teeth tooth(歯)の複数形

- ア (A) May (B) fifteen イ (A) August (B) fifteen
ウ (A) May (B) fifty エ (A) August (B) fifty

2 Kazu と Mike は、学校の掲示板の前で話をしている。 (A) 及び (B) の中に、それぞれ入る単語・語句の組み合わせとして正しいものは、右のページのア～エのうちではどれか。ただし、右のページの II-1、II-2 は、それぞれ、2 人が見ているカンボジア (Cambodia) からの留学生の歓迎会 (welcome ceremony) に関するポスターの一部と、ボランティア (volunteer) 募集の掲示の一部である。

Kazu: Mike, do you know we will have some students from Cambodia?

Mike: Yes. They will come next month and study with us for two weeks, right?

Kazu: That's right. They will come on February 24, and we will have a welcome ceremony in the morning. The poster says it will start with the (A).

Mike: I see. I hope the students from Cambodia will like our school.

*Workers in Our Town

On August 20, we met two workers in our town and asked them to talk about their jobs.

Mr. Iwata

I am the *owner of a *butcher shop in this town. My grandfather started the shop about fifty years ago. Everyone in my family has worked very hard since then to sell people the best meat. I hope my son will also work at our shop in the future.

Ms. Matsuoka

I'm a dentist. I have taken care of people's *teeth in this town for about fifteen years. Sometimes it is difficult to do it, but I work very hard every day. Actually, I visit your school in May every year to check your teeth, too.

Kazu: I hope so, too. The students will start joining classes in the afternoon.

Mike: Do you think they will come to our class?

Kazu: I don't know. Let's ask our teacher Mr. Kikuchi about it.

Mike: OK. Oh, volunteers are needed for that day. Why don't you try introducing our school in English? You know a lot about this school and you speak English very well.

Kazu: OK, I will think about it. How about you?

Mike: I'm thinking about making posters.

Kazu: That's a good idea because you draw very well.

Mike: Thank you. Well, we have to talk to our teacher about this by the end of (B) month.

Kazu: Yes. I will tell you when I decide what to do.

Mike: OK.

[注] schedule スケジュール introduction 紹介 performance 演奏
guided tour 案内付きの見学 preparation 準備

- ア (A) school introduction (B) this
イ (A) wadaiko performance (B) this
ウ (A) school introduction (B) next
エ (A) wadaiko performance (B) next

3 次の文章は、アメリカに帰国した Mike が Kazu に送った E メールの内容である。

Dear Kazu,

Thank you very much for your help during my stay in Japan. I had a very good time with you there. One of the exciting things there was having the students from Cambodia. We did volunteer work for them. You helped me when I was making the poster. Thank you very much. You did a very good job on introducing the school to them.

We became friends with some of the students from Cambodia, right? Do you remember Sun? I still get e-mails from him. Last week I got an e-mail from him and learned something interesting. We have family names, right? Yours is Tanaka and mine is White. Do you know that people in Cambodia don't have family names? I didn't know it, so I was surprised to hear that.

By the way, I have a question. If you study abroad, which country do you want to go to? Please tell me about it in your next e-mail.

Your friend,

Mike

II-1 Students from Cambodia will come!

They will come to our school on February 24. This is their *schedule of the first day at our school.

	Welcome Ceremony
	◇ School *introduction (10:00)
10:00	◇ Wadaiko *performance by the music club (10:20)
	◇ Judo performance by the judo club (10:40)
11:00	*Guided tour of the school
13:00	Start joining classes

II-2

- ★ We need volunteers who want to
- make welcome posters
 - introduce our school in English
 - help the teachers with *preparations
- ☞ If you are interested, please talk to Mr. Kikuchi by January 31.

(1) このEメールの内容と合っているのは、次のうちではどれか。

- ア When Mike made the poster, Kazu didn't help him because he was busy with preparation for the English introduction of the school.
- イ Mike doesn't think Kazu did well on his introduction of the school at the welcome ceremony.
- ウ Kazu received an e-mail about family names in Cambodia from one of his friends in Cambodia last week.
- エ Mike learned for the first time that people in Cambodia didn't have family names through Sun's e-mail.

(2) Kazu は Mike に返事の E メールを送ることにしました。あなたが Kazu だとしたら、Mike にどのような返事の E メールを送りますか。次の<条件>に合うように、下の の中に、三つの英語の文を書きなさい。

<条件>

- ☐ 前後の文につながるよう書き、全体としてまとまりのある返事のEメールとすること。
- ☐ Mike に伝えたい内容を一つ取り上げ、それを取り上げた理由を含めること。

Dear Mike,

Thank you for your e-mail. I had a very good time with you, too. Yes, having the students from Cambodia was a great experience. I remember Sun very well. He is a very good student. I hope to see him again soon.

Now, I will answer your question.

If you come to Japan again, I want to eat Mr. Iwata's beef with you!

Your friend,
Kazu

3 次の対話の文章を読んで、あとの各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに[注]がある。)

Rina and Yuichi are high school students. Pat and Jack are high school students from Australia. They are talking in their classroom after school.

Jack: Hi, Yuichi. What are you doing?

Yuichi: I'm *preparing for my speech about water. We learned some important facts about water in today's English class.

Pat: Did you?

Yuichi: Yes. We learned many things. For example, about 70% of *the earth's *surface is water. I was surprised that about 97% of the water on the earth was *salt water. I didn't know there was so much salt water on the earth. We can't use salt water easily.

Rina: There is a lot of water on the earth, but the water we can use is *limited.

Jack: You're right. (1) Actually, we can easily use only about 0.01% of all the water on the earth.

Yuichi: I'm interested in these things, so I'm going to talk about them at the school festival next month.

Pat: I see.

Jack: Yuichi, I know some other important facts about water.

Yuichi: Really? Please tell me about them.

Jack: Sure. In some countries, water problems are really serious. About 770 million people in the world can't use *clean water. Sometimes wars happen because people want to get more water.

Rina: I can't believe that! (2) I'm sad to hear that. How did you learn about that?

Jack: I learned about it in Australia. Australia is a *dry country, so we study about water at school.

Pat: Yes. People in Australia always try to save water.

Rina: Do they?

Pat: Yes. For example, my family members *take a shower quickly, usually *within five minutes.

Rina: Really? I don't think I can do that.

Jack: One of my friends in Australia often washes his hair without using water.

Yuichi: How can he wash his hair without water?

Jack: He uses *dry shampoo.

Pat: There are many kinds of dry shampoos at stores in Australia.

Yuichi: I didn't know that. (3)

Rina: I have seen dry shampoo at some stores in Japan, but I haven't used it before.

Pat: It's nice to wash our hair with water every day, but it's also important for people in Australia to save water.

Yuichi: I see. What else do people in Australia do to save water?

Pat: Well, my mother never *leaves water running when she washes the dishes. She always uses a *dishpan. She *fills the dishpan with water, and then washes the dishes.

Rina: Your mother is great. I sometimes wash the dishes at home, but I always leave water running when I wash them. I have to think more about saving water in my daily life.

Yuichi: I agree, Rina. Well, in my speech, I will talk about the things you told us, Jack and Pat.

Rina: Oh, wait, Yuichi. I just remembered an example of saving water at my house.

Yuichi: Really? ⁽⁴⁾ Tell me about it.

Rina: Sure. Pat and Jack, you know Japanese people take baths, right?

Pat: Yes. My *host family do it every day.

Jack: My host family and I do, too. I like taking a bath very much now.

Rina: In my house, my father washes our clothes, and he always uses bath water for washing them. That's another example of saving water, right?

Jack: Yes!

Pat: Well, I hope many people will become interested in saving water through your speech, Yuichi.

Yuichi: ⁽⁵⁾ I hope so, too. Thank you very much for your help, everyone. I will make a good speech.

Jack: I will help you, Yuichi.

Pat: I will, too.

[注] prepare for ~ ~の準備をする the earth 地球 surface 表面
 salt water 塩水 limited 限られた clean きれいな dry 乾燥した
 take a shower[bath] シャワーを浴びる[入浴する] within ~ ~以内に
 dry shampoo ドライシャンプー leave water running 水を出しっぱなしにする
 dishpan 皿洗い容器, 洗いおけ fill ~ with ... ~を...で満たす
 host ホームステイ先の

[問1] ⁽¹⁾ You're right. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Jack doesn't think that .

- ア there is much water people can use easily on the earth
- イ the water people can use easily is limited
- ウ only about 0.01% of all the water on the earth is salt water
- エ people need much salt water in their lives

[問2] ⁽²⁾ I can't believe that! の内容を最もよく表しているのは、次のうちではどれか。

- ア Rina can't believe that 770 million people were killed to get more water.
- イ Rina can't believe that getting clean water is easy for some people.
- ウ Rina can't believe that people sometimes have wars to get more water.
- エ Rina can't believe that water problems are not serious in some countries.

[問3] ⁽³⁾ I didn't know that. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Yuichi didn't know that .

- ア Jack and Pat always used dry shampoo in Australia
- イ stores in Australia had many kinds of dry shampoos
- ウ there were some kinds of dry shampoos at stores in Japan
- エ Pat's family always took a shower within five minutes

[問4] ⁽⁴⁾ Tell me about it. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Yuichi wants to know .

- ア what Rina will talk about in her speech next month
- イ when Rina washes her family's clothes at home
- ウ how Rina uses bath water for washing clothes
- エ what Rina's example of saving water at her house is

[問5] ⁽⁵⁾ I hope so, too. の内容を最もよく表しているのは、次のうちではどれか。

- ア Yuichi also hopes that his friends will help him with his speech.
- イ Yuichi also hopes that his family will use bath water for washing clothes.
- ウ Yuichi also hopes that people will be able to use salt water easily in the future.
- エ Yuichi also hopes that his speech will make many people interested in saving water.

〔問6〕 次の英語の文を、本文の内容と合うように完成するには、の中に、下のどれを入れるのがよいか。

One of Jack's friends in Australia doesn't often use when he washes his hair.

- ア salt water
イ dry shampoo
ウ water
エ his hands

〔問7〕 次の文章は、Rina たちと話した日に、Pat が書いた日記の一部である。 (A) 及び (B) の中に、それぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。

Today, I talked with Rina, Yuichi, and Jack about saving water. I think it is important for everyone in the world to save water. My mother uses a dishpan when she washes the dishes. I think it is very good for saving water. My host family takes a (A) every day. So I didn't think Japanese people wanted to (B) water very much. But I heard Rina's father uses (A) water for washing clothes. Then I learned that there were some people who try to (B) water in Japan.

Yuichi will make a speech about saving water. Jack and I will help him. I'm sure his speech will be a very good one.

- ア (A) shower (B) save イ (A) bath (B) save
ウ (A) shower (B) use エ (A) bath (B) use

4 次の文章を読んで、あとの各問に答えよ。
(* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

Midori is a high school student. She likes dancing and goes to a dance class at the *community center every Sunday. Her classmate Tom also goes to the class. He is a student from the US, and he is one of Midori's good friends.

One Sunday in October, Midori and Tom were sitting on a bench in the community center after the dance class. Then, a woman came to them and said, "Hello, Midori," and sat next to Midori. The woman was Ms. Yoshida, and she lived near Midori's house. Midori said, "Hello, Ms. Yoshida. Are you working here?" Ms. Yoshida answered, "No. I sometimes come here to talk with *elderly people and write *haiku* with them." Then she said in a *loud voice, "Everyone, please come here." Some elderly people walked to them. One of the elderly people, Mr. Ando, said to Midori and Tom, "Hello. Nice to meet you. Are you friends of Ms. Yoshida?" Another elderly woman, Ms. Ishii, said, "I sometimes see you here." Midori said, "Yes, we come here every Sunday to join the dance class." Midori and Tom enjoyed talking with the elderly people. After the elderly people left, Tom said to Ms. Yoshida, "I enjoyed talking with them." She said, "Did you? That's good. In two weeks, they'll come here again. How about seeing us again?" Midori and Tom said, "Sure."

The next day, Midori and Tom talked at their school about the elderly people. Tom said, "I want to do something the elderly people can enjoy. What can we do?" Midori said, "I have an idea. Let's show our dance to them." Tom said, "That's a good idea. Then, we need to practice dancing more." Midori said, "Oh, yes. How about practicing three times a week?" Tom answered, "OK. Let's do it."

The next Sunday, after Midori and Tom finished practicing, Tom said, "Actually, at first I didn't think practicing three times a week was hard. I'm a little tired. If I had no homework today, I could go to bed early. I'm too busy this week." Midori said, "I understand, but I want to show a good dance to the elderly people. You think so too, right?" Tom answered, "Of course. I'll do my best!"

One week later, Midori and Tom went to the community center and showed their dance to the elderly people and Ms. Yoshida. They looked happy when they were watching it. After Midori and Tom finished dancing, Midori said to Ms. Yoshida, "Do you think the elderly people enjoyed our dance?" She answered, "Well, I'm glad you showed us your dance. They tried to *beat time with their hands, but it was difficult for them to do that. Did you see that?" Midori answered, "No. I was *concentrating on dancing." Tom said, "We should know more about the elderly people." Midori said, "You're right." Then they went home.

Midori and Tom visited the community center a few times after that in October and November. When they saw the elderly people there, Midori and Tom often talked with them to learn more about them. Mr. Ando said to them, "When my son was small, I often enjoyed his favorite kind of dance with him." Tom asked Ms.

Ishii, "What do you like to do?" She said, "I like to sing songs and sometimes enjoy it with my *grandchild." Midori and Tom were happy to know more about the elderly people, and talked a lot about what to do. Midori said to Tom, "I want to do something the elderly people can join." Tom said, "That's a good idea."

One Sunday in December, the elderly people and Ms. Yoshida were sitting on chairs in the community center. Tom said to them, "Let's *raise our hands and *wave them." Everyone started doing that. Then Ms. Yoshida said to Midori, "This kind of dance is wonderful because everyone can join." Midori said, "I'm glad to hear that. Thank you. We made our dance easier for everyone." Then, Ms. Ishii started singing a song in front of everyone. Midori said to Ms. Yoshida, "We also asked Ms. Ishii to sing a song for the dance." The elderly people began to beat time with their hands. Ms. Ishii said to everyone, "Now let's enjoy dancing together."

A few days later, Midori saw Ms. Yoshida when she was walking to school. Ms. Yoshida said, "Good morning, Midori. Thank you for your dance last Sunday. I was surprised that Ms. Ishii started singing in front of everyone. I thought she was *shy, but I was *wrong. She looked very happy when she was singing the song for your dance. Everyone had a very good time. Please come again and show us your dance." Midori was glad to hear her words. She thought, "Our dance can make people happy. That makes us happy, too. Someday I want to become a professional dancer who can make many people happy."

[注] community center 公民館 elderly 年配の loud 大きい
beat time with their hands 手拍子を取る concentrate on ~ ~に集中する
grandchild 孫 raise ~ ~を上げる wave ~ ~を振る shy 内気な
wrong 誤っている

[問1] Midori and Tom said, "Sure." の内容を、次のように書き表すとすれば、
[] の中に、下のどれを入れるのがよいか。

Midori and Tom said that they would [].

- ア teach the elderly people how to write *haiku* at the community center
- イ clean the community center with the elderly people and Ms. Yoshida
- ウ visit the houses of the elderly people with Ms. Yoshida
- エ see the elderly people and Ms. Yoshida at the community center

[問2] 次のア～エの文を、本文の内容の流れに沿って並べ、記号で答えよ。

- ア Tom said, "If I had no homework today, I could go to bed early."
- イ Midori met Ms. Yoshida when Midori was walking to school.
- ウ Midori and Tom showed the elderly people their dance for the first time.
- エ Midori talked with the elderly people for the first time.

[問3] 次の(1)～(3)の文を、本文の内容と合うように完成するには、[] の中に、それぞれ下のどれを入れるのがよいか。

(1) When Midori and Tom were sitting on a bench, [].

- ア they wanted to dance with Ms. Yoshida and the elderly people
- イ Ms. Yoshida talked to them and sat next to Midori
- ウ Ms. Yoshida said that the elderly people lived near Midori's house
- エ the elderly people came to them and wrote *haiku* for them

(2) When the elderly people saw Midori and Tom's dance in October, [].

- ア it was difficult for them to beat time with their hands
- イ it was easy for Midori and Tom to dance with them
- ウ it was difficult for them to sing songs for Midori and Tom's dance
- エ it was easy for them to write *haiku* about Midori and Tom's dance

(3) When Tom asked Ms. Ishii what she liked to do, [].

- ア she said that she liked writing *haiku*
- イ she said that she liked dancing
- ウ she said that she liked singing songs
- エ she said that she liked talking with other people

[問4] 次の(1), (2)の質問の答えとして適切なものは、それぞれ下のうちではどれか。

(1) What did the elderly people do in December?

- ア They took pictures of Midori and Tom when they were dancing.
- イ They started joining the dance class at the community center.
- ウ They read *haiku* when Midori and Tom were dancing.
- エ They raised their hands and waved them when Midori and Tom were dancing.

(2) What does Midori want to do in the future?

- ア She wants to teach many people how to dance at the community center.
- イ She wants to make people happy by her dance as a professional dancer.
- ウ She wants to teach how to write *haiku* like Ms. Yoshida.
- エ She wants to become a professional singer who can make many people happy.

偏差値換算表

テストの得点だけでは、そのテスト問題に対する理解度しか診断できません。自分の学力位置を診断するために必要な数値が偏差値です。偏差値は、テスト問題のむずかしさ・やさしさ(平均点の高低)に左右されず、自分の学力位置をつかむことができる数値です。

「偏差値換算表」は、テストの得点結果を偏差値になおすための早見表です。これによって、あなたの実力がどのくらいなのかを知ることができます。

テスト終了後、解答解説を見て自己採点してください。採点結果の得点に対応する左側の太い数値があなたの偏差値となります。あてはまる得点がない場合は、自己得点に最も近い下の得点数値で見てください。

正確な偏差値を出すためには、テストの実施条件や採点基準の統一が不可欠です。この過去問集での偏差値は、めやすとしてとらえてください。正確な偏差値は、会場で実施する進研Vもぎを受験して、その結果から算出されたデータを見るようにしてください。

《英語》

偏差値	第1回 (9月)	第2回 (10月)	第3回 (11月)	第4回 (12月)	第5回 (1月)
76	100				
75	98				
74	97				
73	96		100	100	
72	95	100	98	98	
71	94	98	97	97	
70	93	97	96	96	
69	92	96	95	95	
68	90	95	94	94	
67	88	94	93	93	100
66	86	93	92	92	98
65	84	92	90	91	97
64	82	91	88	90	96
63	80	90	86	88	95
62	78	88	84	86	94
61	76	86	82	84	93
60	72	84	80	82	92
59	70	82	78	80	90
58	68	80	76	76	88
57	66	78	74	74	84
56	64	76	72	72	82
55	62	74	68	70	80
54	60	72	66	68	78
53	58	70	64	66	76
52	56	68	62	64	74
51	54	66	60	62	72
50	52	63	58	60	69
49	50	60	56	58	67
48	48	58	54	56	64
47	46	56	52	54	62
46	44	54	50	52	60
45	42	52	48	50	58
44	40	50	44	48	56
43	38	48	42	46	52
42	36	46	40	44	50
41	34	44	38	40	48
40	32	42	36	38	46
39	30	40	34	36	44
38	28	38	32	34	42
37	26	36	30	32	40
36	24	34	28	30	36
35	22	32	26	28	34
34	20	30	24	26	32
33	18	28	22	24	30
32	17	26	20	22	28
31	16	24	18	20	26
30	14	22	16	18	24
29	13	20	14	16	22
28	12	18	13	14	20
27	10	16	12	13	18
26	8	14	10	12	16
25	6	12	8	10	14

《3教科》

偏差値	第1回 (9月)	第2回 (10月)	第3回 (11月)	第4回 (12月)	第5回 (1月)
76	298			300	
75	292		298	295	
74	287	296	293	290	
73	282	291	288	285	300
72	277	286	283	280	295
71	272	281	278	275	290
70	267	276	273	270	285
69	262	271	268	265	280
68	257	266	263	260	275
67	252	261	258	255	270
66	247	256	253	250	265
65	242	251	248	245	260
64	237	246	243	240	255
63	232	241	238	235	250
62	227	236	233	230	245
61	222	231	228	225	240
60	217	226	223	220	235
59	212	221	218	215	230
58	207	216	213	210	225
57	202	211	208	205	220
56	197	206	203	200	215
55	192	201	198	195	210
54	187	196	193	190	205
53	182	191	188	185	200
52	177	186	183	180	195
51	172	181	178	175	190
50	167	176	173	170	185
49	162	171	168	165	180
48	157	166	163	160	175
47	152	161	158	155	170
46	147	156	153	150	165
45	142	151	148	145	160
44	137	146	143	140	155
43	132	141	138	135	150
42	127	136	133	130	145
41	122	131	128	125	140
40	117	126	123	120	135
39	112	121	118	115	130
38	107	116	113	110	125
37	102	111	108	105	120
36	97	106	103	100	115
35	92	101	98	95	110
34	87	96	93	90	105
33	82	91	88	85	100
32	77	86	83	80	95
31	72	81	78	75	90
30	67	76	73	70	85
29	62	71	68	65	80
28	57	66	63	60	75
27	52	61	58	55	70
26	47	56	53	50	65
25	42	51	48	45	60

《5教科》

偏差値	第1回 (9月)	第2回 (10月)	第3回 (11月)	第4回 (12月)	第5回 (1月)
76	477	487	484	493	
75	469	479	476	484	500
74	461	471	468	476	491
73	452	462	459	467	482
72	444	454	451	459	474
71	436	446	443	451	466
70	427	437	434	442	457
69	419	429	426	434	449
68	411	421	418	425	440
67	402	412	409	417	432
66	394	404	401	409	424
65	386	396	393	400	415
64	378	388	385	392	407
63	369	379	376	383	398
62	361	371	368	375	390
61	353	363	360	367	382
60	344	354	351	358	373
59	336	346	343	350	365
58	328	338	335	341	356
57	319	329	326	333	348
56	311	321	318	325	340
55	303	313	310	316	331
54	295	305	302	308	323
53	286	296	293	299	314
52	278	288	285	291	306
51	270	280	277	283	298
50	261	271	268	274	289
49	253	263	260	266	281
48	245	255	252	257	272
47	236	246	243	249	264
46	228	238	235	241	256
45	220	230	227	232	247
44	212	222	219	224	239
43	203	213	210	215	230
42	195	205	202	207	222
41	187	197	194	199	214
40	178	188	185	190	205
39	170	180	177	182	197
38	162	172	169	173	188
37	153	163	160	165	180
36	145	155	152	157	172
35	137	147	144	148	163
34	129	139	136	140	155
33	120	130	127	131	146
32	112	122	119	123	138
31	104	114	111	115	130
30	95	105	102	106	121
29	87	97	94	98	113
28	79	89	86	89	104
27	70	80	77	81	96
26	62	72	69	73	88
25	54	64	61	64	79

合格めやす表

都立高校 総合得点 合格めやす表

表中の文字は、**学校名** 総合得点[換算内申・偏差値]の順に掲載しています。

総合得点を算出するにあたっては、偏差値を右の『都入試予想点表』にあてはめ、対応する得点を使用して下さい。過去問集での得点をそのままあてはめないで下さい(進研Vもぎは実際の都入試の問題と比較して難しめに作成しています)。

各学校の総合得点数値は、合格の可能性60%の位置(その学力の人が10人受験したら、6人合格する位置)を表しています。進研VもぎではBの合格判定にあてはまる位置(下図参照)で、合格圏内という意味です。

私立高校 合格のめやす

各学校の後に掲載されている数値が、その学校(科・コース)の合格基準偏差値となります。合格基準偏差値とは、合格の可能性60%の位置(その偏差値の人が10人受験したら、6人合格する偏差値位置)を表しています。進研VもぎではBの合格判定にあてはまる位置(下図参照)で、合格圏内という意味です。

進研Vもぎの合格判定

S	A	B	C	D	E
90%以上	80%以上	60%以上	40%以上	20%以上	19%以下
余裕をもって合格。	安全圏内です。	合格圏内です。	合格射程圏内です。	努力が必要です。	かなりの努力が必要です。

－ 注 意 －

この「合格めやす表」は2022年6月現在のもので、合格基準は暫定的なものです。2022年度入試のデータ解析を終えて、2023年度受験用の最終的な合格基準を設定するのは8月以降になります。また、学科(コース)の改編や募集定員の増減、その他入試要項の変更により、合格基準を変更する場合があります。

最新の合格基準は、8・9月以降の進研Vもぎを受験して確認してください。また、10月の進研Vもぎの付録『V-support』に『合格のめやす決定版』を掲載いたします。

都立Vもぎ

都入試予想点表

偏差値	500点	700点	600点
80	498	697	597
79	494	691	592
78	490	686	588
77	486	680	583
76	482	674	578
75	477	667	572
74	472	660	566
73	467	653	560
72	462	646	554
71	457	639	548
70	452	632	542
69	447	625	536
68	442	618	530
67	437	611	524
66	432	604	518
65	427	597	512
64	422	590	506
63	417	583	500
62	411	575	493
61	405	567	486
60	398	557	477
59	391	547	469
58	384	537	460
57	377	527	452
56	370	518	444
55	363	508	435
54	355	497	426
53	347	485	416
52	339	474	406
51	331	463	397
50	323	452	387
49	315	441	378
48	307	429	368
47	299	418	358
46	290	406	348
45	281	393	337
44	272	380	326
43	263	368	315
42	255	357	306
41	247	345	296
40	239	334	286
39	231	323	277
38	223	312	267
37	215	301	258
36	207	289	248
35	199	278	238
34	190	266	228
33	181	253	217
32	172	240	206
31	164	229	196
30	156	218	187
29	148	207	177
28	140	196	168
27	132	184	158
26	124	173	148
25	116	162	139
24	108	151	129
23	100	140	120
22	92	128	110
21	84	117	100
20	76	106	91

※上記予想点は2022年度入試結果に基づく数値です。