

英語

構成と特色

この本は、来春の高校入試に向けて日々学習している皆さんのために、今春各都道府県で実施された入試問題から、7つのテーマに分けて問題を厳選し、収録したものです。

本編に収録したそれぞれの問題は、次のような観点から選出しました。

- ・ 毎年のように出題され、一度は経験しておきたい問題。
- ・ 新指導要領の施行により、増加傾向にある問題。

また、問題ごとの正答率から、問題の難易度を次のアイコンで区別しました。

無印……得点を60%以上取るときに必ず正解しておきたい問題。

▶……得点を70%以上取るときに正解しておきたい問題。

🏆……満点を取るためにクリアしておきたい問題。

大問の最後には、その大問の類題が出題された都道府県名を掲載しています。

本編を丹念に解くことによって、知識の抜けがなくなるとともに、英語に必要な思考力が身につくように編集されています。

別冊の付録(巻末閉じ込み)として、今春出題された入試問題のうち、文法・語い・会話表現問題などの小問を全問収録しました。また、文法のまとめや不規則動詞活用表などの資料も収録しております。本編を学習する前の基本事項の総チェックとして、また、入試前の再点検としてご活用頂ければ幸いです。

この本を利用した皆さんが、来春の入試で希望通りの結果を得られることを、願ってやみません。

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付録：入試小問集・文法のまとめ・資料(不規則動詞活用表, 曜日・月・季節・数字)

1 語い・会話表現(文補充)

学習日 /

- 1 次は、Yuko と留学生の Tom との対話である。(1)~(3)に、下の□内の[説明]が示す英語 1 語をそれぞれ書け。 〈鹿児島〉

Yuko : Hi, Tom. How are you?

Tom : Fine, but a little hungry. I got up late this morning, so I couldn't eat (1).

Yuko : Oh, no! Please remember to eat something next Sunday morning.

Tom : I know, Yuko. We're going to Kirishima to (2) mountains again. Do you remember when we went there last time?

5

Yuko : Yes. We went there in (3). It was in early spring.

[説明] (1) the food people eat in the morning after they get up
 (2) to go up to a higher or the highest place
 (3) the third month of the year

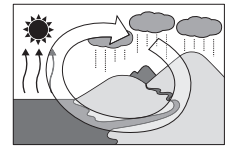
□(1)

□(2)

□(3)

- 2 次の英文について、イラストの内容に合うように、(1)~(3)にそれぞれ適切な英語 1 語を入れて、英文を完成させなさい。 〈兵庫〉

This picture shows how water *goes around. When it rains on mountains, the water will go into a (1), and then to the sea. When the (2) heats the water, it will go up in the air. After that, the water becomes (3). From them, it will rain again.



(注) go around 循環する

□(1)

□(2)

□(3)

- 3 次の対話文の()の中に最も適する英語を、それぞれ 1 語ずつ書きなさい。 〈山形〉

□(1) Rumi : Which do you like better, coffee () tea?

Harry : I like tea better. I always drink it with milk.

□(2) Isamu : It will be rainy today. Take an () when you go out.

Freddie : I'll take the blue one. I can't use the red one because it doesn't open.

□(3) Woman : Sorry, Mr. Okada cannot go to the meeting tomorrow.

Man : Oh, really? Well, we want someone to come to the meeting () of him.

□(1)

□(2)

□(3)

- 4 次の(1), (2)の()内の語を、適切な形に変えたり、不足している語を補ったりなどして、話の流れに合うように英文を完成させなさい。 〈長野〉

□(1) 〈友達同士の会話〉

Ryo : I'm sorry. I'm late. It's 10:00 now. Were you waiting for a long time?

Bob : No. I (arrive) here at 9:50. Let's buy juice before the movie starts.

□(2) 〈ALTとの会話〉

Ryo : These are my favorite photos. Take a look.

ALT : They look beautiful! I like this one the best because I like Japanese temples.

Ryo : The temple (build) about 200 years ago.

□(1)

□(2)

5 次の英文は、中学生の **Satoshi** が、国際交流イベントで「上毛かるた (*Jomo Karuta*)」を紹介する際に用いたスライドとその説明です。これを読んで、英文の意味が通るように、(1)~(5)に当てはまる単語を後の〔 〕内からそれぞれ1語選び、必要があれば適切な形に変えて書きなさい。 (群馬(後期))

Today, we are going to play a card game. So I'll (1) you about it.

I think many children in Gunma play this game. We (2) it "*Jomo Karuta*." There are 44 picture cards and 44 reading cards. When the reader reads a card aloud, you must find the picture card which shows the meaning of the reading card. You should touch the picture card very quickly. If you touch it first, you can get the card. When you get more cards than your opponent, you win the game.

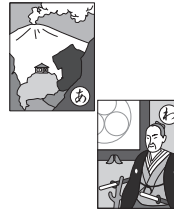
"*Jomo Karuta*" was (3) in 1947 to help children learn about Gunma. Since then, people in Gunma have (4) playing it. You can learn about famous places and people (5) on the picture cards. Let's have fun and learn about Gunma together!

(注) aloud 声を出して touch ~に触る opponent 相手

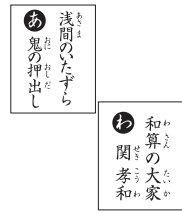
[become call draw enjoy make talk tell]

- (1) □(2) □(3)
 □(4) □(5)

Picture Cards



Reading Cards



How to Play



Reader (読み手)

6 次の **A** と **B** の英文は、日本に住む高校生のモモコ (**Momoko**) と、モモコの家でホームステイをする予定のマレーシア (**Malaysia**) に住むソフィア (**Sophia**) がやりとりしたメールです。それぞれの英文を読んで、下の(1), (2)の間に答えなさい。 (茨城)

A

Hi, Momoko.

My name is Sophia, and I'm fifteen years old. It is always hot in Malaysia, but I learned that Japan has four ① (s). When I go to Japan next ② (D), I can enjoy winter in Japan, right? I hope I can go skiing with you.

In my school, I play sports ③ (s) as tennis and *netball. I don't think netball is popular in Japan. Do you play any sports? I can't wait to meet you.

B

Hi, Sophia.

It will be fun to spend next winter with you. Let's go skiing together. I have never ④ (hear) of netball, so please show me how to play it when you come to Japan. I like playing sports, too. I have been on the basketball team for five years. Last month, ⑤ (we) team won a tournament, and now we are practicing ⑥ (hard) than before. I can't wait to play sports together.

(注) netball ネットボール(バスケットボールに似た球技)

□(1) Aの英文が完成するように、文中の①~③の()内に、最も適切な英語を、それぞれ1語ずつ書きなさい。なお、答えはすべて()内に示されている文字で書き始めるものとします。

- ① □② □③

□(2) Bの英文が完成するように、文中の④~⑥の()の中の語を、それぞれ1語で適切な形に直して書きなさい。

- ④ □⑤ □⑥

類題

語い(空所補充・意味の類推・語形変化など) 埼玉, 高知, 沖縄

7 次の各問いは、それぞれある場面での会話文です。2人の会話が交互に自然につながるように次のア～ウの文を正しく並べ替え、その並べ替えた順に記号をすべて書きなさい。 〈沖縄〉

□(1) Did you finish your English homework for summer vacation? []

ア No. The last question is very difficult. イ Sounds good. We can go to the library.

ウ I agree. Let's try to finish it together.

□(2) May I help you? []

ア No problem. Can I try it on? イ Yes. I'm looking for a black jacket.

ウ Let me see. We have only a large size.

□(3) You look sad. What's wrong? []

ア You're right. Thanks. I will. イ You should go to the police and tell them about that.

ウ I have lost my bag that I bought yesterday. Everything is in it.

8 Kenta と留学生の Sam が東京オリンピック (the Tokyo Olympics) やスポーツについて話している。下の(1), (2)の表現が入る最も適当な場所を対話文中の〈ア〉～〈エ〉の中からそれぞれ一つ選び、その記号を書け。 〈鹿児島〉

□(1) [] □(2) []

(1) Shall we play together? (2) How about you?

Kenta : Sam, did you watch the Tokyo Olympics last summer?

Sam : Yes, I watched many games. Some of them were held for the first time in the history of the Olympics, right? I was really excited by the games. 〈ア〉

Kenta : What sport do you like?

Sam : I like surfing. In Australia, I often went surfing. 〈イ〉

5

Kenta : My favorite sport is tennis. 〈ウ〉

Sam : Oh, you like tennis the best. I also played it with my brother in Australia. Well, I'll be free next Sunday. 〈エ〉

Kenta : Sure! I can't wait for next Sunday! See you then.

Sam : See you.

10

9 文脈に合うように、(1), (2)に入る最も適切な英語を、それぞれ後のア～エから1つずつ選び、その記号を書け。 〈奈良(特色)〉

Yuri and Ken are junior high school students. They are studying in the classroom after school.

Yuri : I don't know what this word means. Do you know the meaning?

Ken : No, I don't. (1)

Yuri : Let's see. Oh, I left my dictionary at home. Do you have one?

Ken : Well... Yes. I have one. (2)

5

Yuri : Thank you!

□(1) ア Where did you learn it? イ How about checking it in a dictionary? []

ウ Why do you know it? エ How long have you been using a dictionary?

□(2) ア I'm sorry. イ Me, too. []

ウ You're welcome. エ Here you are.

10 次は、AとBの対話です。□(1)～□(4)に入る最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。 〈福岡〉

□(1) [] □(2) [] □(3) [] □(4) []

[At dinner time]

A : Wow! This soup tastes delicious. □(1)

B : Thank you, but I didn't. □(2)

A : Is it true? □(3)

B : Oh, no. □(4)

5

A : Ha-ha. That's better for our health.

ア It's the same soup as the one I always make. イ Something seems different today.

ウ I think you changed something. エ Maybe I forgot to put salt in it.

11 次の(1)～(3)の各組の対話が成り立つように、□①～□④にあてはまる最も適当なものを、それぞれのア～エから一つ選び、記号を書け。 〈福岡〉

□(1) [] □(2) [] □(3)③ [] □(4) []

□(1) *Fumiko* : Mr. Jones, I received some big news today. Did you hear about Shelly?

Mr. Jones : Big news about Shelly? □①

Fumiko : She decided to go back to Canada this winter. I'm so sad.

Mr. Jones : Oh, I didn't know that.

ア What do you mean? イ When will you get the news?

ウ OK. Here you are. エ Of course, you are.

□(2) *Ken* : I can't go shopping with you tomorrow. Can we change the day?

Daniel : No problem. When is good for you?

Ken : □②

Daniel : Sure, that's good because we have club activities in the morning.

Ken : Thanks, Daniel.

5

ア How will the weather be on Saturday? イ How about next Saturday afternoon?

ウ I will be busy on Saturday morning. エ I think Saturday is the best for studying.

□(3) *Satoru* : Hi, Kacy. Are you going to play in the piano contest next week?

Kacy : Yes, I am. How did you know that?

Satoru : □③ She told me about it then. Are you nervous?

Kacy : I was nervous one month ago, but now I think I will enjoy playing the piano in front of everyone in the hall.

5

Satoru : Wow! □④ Why can you think that way?

Kacy : Because I practiced many times. Now I believe I can do well.

Satoru : How wonderful!

□③ ア My sister didn't know about the contest.

イ I don't know how to play the piano.

ウ Your sister will come to my house tomorrow.

エ I met your sister at the station yesterday.

□④ ア If I were you, I couldn't think like that. イ I know you're still nervous.

ウ I think you worry too much. エ I wish you could join the contest.

4 読解・英作文

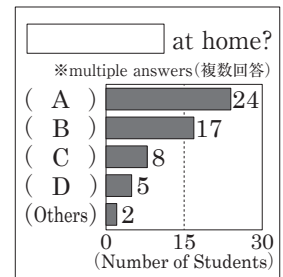
学習日 /

1 次の英文と下のグラフ(graph)をもとに、下の(1)、(2)の問いに答えなさい。

〈宮崎〉

Our ALT asked us a question in English class. She asked, "_____ at home?" I'm going to talk about our answers.

Please look at the graph. A lot of students study English by reading English books or by writing something in English at home. The number of students reading English books is the largest. It's three times as large as the number of students listening to English CDs. I often speak in English with my family. But there are not many students doing that. Only two students do other ways.



Our ALT said, "Listening, reading, speaking, and writing are all important. Please study English in many ways."

10

□(1) 英文とグラフの_____に共通した内容が入るように、英文を完成させなさい。

_____ at home?

□(2) グラフの項目(A)~(D)に入る最も適切なものを、それぞれ次のア~エから1つずつ選び、記号で答えなさい。

ア Listening to English CDs

イ Reading English books

ウ Speaking in English

エ Writing something in English

2 次は、アメリカに住む、あなたの友人である Danny から届いたメールです。これを読んで、(1)~(3)に答えなさい。*印のついている語句には、本文のあとに(注)があります。

〈埼玉〉

Hi, how are you doing?

Last month, I watched an old movie on TV with my mother. She said that the old movie was her favorite. She watched it many times when she was young. It was a *science fiction movie, and in the movie, a scientist makes many things, like a time machine. With a time machine, you can go to the future and see what happens. I really loved the movie. That night, my little brother went to bed early, so my mother recorded the movie for him. The next day, she showed him the movie, too. After he finished watching the movie, he said, "I want to go to the future, too!" My brother and I like the movie as much as our mother likes it. We have watched it many times since then. If I traveled to the future, I could see what my life is like. *As for my future, I'd like to be a doctor. I hope my dream will come true. How about you? What is your dream for the future?

(注) science fiction movie SF映画 as for ~ ~について言えば

□(1) 本文の内容に合うように、次の英文の()にあてはまる最も適切な1語を、本文中から抜き出して書きなさい。

After Danny and his brother watched the old movie, it became their () movie.

□(2) 本文の内容と合うものを、次のア~エの中から一つ選び、その記号を書きなさい。

ア Danny は、このメールを書くまでに何度もその映画を見た。 []

イ Danny の母は科学者なので、タイムマシンを作りたいと考えている。

ウ Danny は先月初めて、Danny の弟にその映画を見せてもらった。

エ Danny は、弟と一緒に見るまで、その映画を見たことがなかった。

□(3) 下線部について、あなたの将来の夢について、[条件]に従い、Danny に伝えるように、A に3文以上の英文を書いて、メールを完成させなさい。

メール

Hi, Danny. How are you? Thank you for your interesting e-mail.

A

See you!

[条件]

- ① 1文目は、あなたの将来の夢はどのようなものかを、My dream に続けて、解答欄の①に書きなさい。
- ② 2文目以降は、①について具体的に、2文以上で解答欄の②に書きなさい。

① My dream

②

- 3** 次の英文は、中学生のほのかさんが、英字新聞のウェブサイトに掲載した文章の一部である。これを読んで、(1)~(3)に答えなさい。 〈徳島〉

To create a better life

Yesterday I found an *article about the opening ceremony of the museum in our town. When I read it, I felt happy. So let me *share it with you. ア

Our town had a plan to build a new museum. Then young, old, foreign people, and people using wheelchairs were chosen as members to think about it. イ 5

Their ideas were needed to make the museum *comfortable for everyone. Some of their ideas were used. ウ For example, we can get information in many languages. Also, some works of art are put in lower places for children or people using wheelchairs. エ So, the new museum became friendly for everyone. From this article, I learned important things about creating a better life. 10

Thinking about each other is wonderful. We are all different, so we can share various ideas to live together. Look around. There are many things we can change to make each life more comfortable.

(注) article 記事 share ~を共有する comfortable 心地よい

- (1) 次の英文は、本文中から抜き出したものである。この英文を入れる最も適切なところを、本文中の ア ~ エ から選びなさい。
Do you know why? []
- (2) ほのかさんが本文中で一番伝えたいことはどのようなことか、最も適するものを、ア~エから選びなさい。
ア It's important to talk with various people to get ideas to make life better. []
イ It's necessary to know various differences to make our world cleaner.
ウ It's important to help each other to create the new museum in our town.
エ It's necessary to look around each place to find the people who need help.
- (3) 下のようなほのかさんの投稿の続きを読んだあなたは、返事を投稿することにした。質問に対するあなたの答えを、**15語以上30語以内**の英語で書きなさい。ただし、数を書く場合は数字ではなく英語で書くこととし、文の数はいくつでもよい。また、符号は語数に含めない。

Now I want various people who visit my school to feel comfortable. How about you?
What can you do to change your school like this museum? Tell me about your ideas.

〈解答欄の書き方について〉 次の(例)に従って.....に1語ずつ記入すること。

(例) Really? I'm from America, too

.....

.....

.....

.....

.....

4 高校生の果歩(Kaho)と、果歩の高校に留学しているマイク(Mike)が、次のような会話をしています。この英文を読んで、あとの(1)、(2)の問いに答えなさい。 <宮城>

Kaho : A new *exchange student is going to come to our class next month.

Mike : I know! Her name is Alice, right? I'm very excited.

Kaho : Do you know anything about her?

Mike : Yes, a little. I heard about her from our English teacher. She is interested in Japanese culture.

5

Kaho :

Mike : She likes Japanese comics. So she studies Japanese.

Kaho : Oh, really? Then, let's have a welcome party for her.

Mike : That will be nice. Kaho, what do you want to do for her at the party?

Kaho :

10

(注) exchange student 交換留学生

□(1) 二人の会話が成立するように、本文中の に入る英語を1文書きなさい。

㊦□(2) 二人の会話が成立するように、本文中の に3文以上の英語を書きなさい。

5 夏休みにアメリカでホームステイをしている高校生の葵(Aoi)さんと同級生の雅樹(Masaki)さんが、それぞれのホストファミリーのエミリー(Emily)さん、オリバー(Oliver)さんと話しています。ポスター(poster)と会話を読んで、あとの各問に答えなさい。 <石川>

Oliver : Look! I brought a poster for an interesting event. This Saturday, an exciting event is going to be held in our community. Let's go together and have fun!

Emily : Oh, Green Festival. My favorite part is . Last year, I enjoyed the performance of students from Brazil. They performed a traditional dance and came in first place.

5

Let's Enjoy Different Cultures Together!

★ What will happen?
・ Performance Contest
- Enjoy performances of many cultures.
・ Games ~ Make friends with more people!

Green Festival

August 1st
14:00~16:00
White Park

(If it rains, this event will be on the next day.)



Types of Performance
・ Music ・ Dance ・ Drama ・ Talk Show

Get a Prize! Tickets to...
1st Place : Green Orchestra
2nd : Sky Baseball Stadium
3rd : Star Amusement Park
4th : Car Museum
5th : Sunny Zoo

10

Masaki : Sounds interesting! It'll be fun to see performances from different cultures.

Aoi : ① But just (as / as / good / is / not / performing / watching performances). Masaki, what do you think about joining the contest with me? Let's do something about Japanese culture together!

Masaki : OK. But what can we do? ② Do you have anything in mind?

15

Aoi : How about a calligraphy performance? It's getting popular with young people in Japan.

Emily : I know about calligraphy, but what is a calligraphy performance?

Masaki : It is a team activity. A group of people work together to make a big calligraphy work and they usually wear traditional Japanese clothes. They use big *brushes and large paper. Japanese pop music is often played during their performance.

20

Oliver : Wow! I'm sure the audience will be surprised. I enjoyed calligraphy when I visited Japan last summer. I want to try this new type of calligraphy. Can I join you?

Masaki : Of course. Our performance will be more exciting if we have more people with us. Emily, ?

25

Emily : Well... It'll be the first time for me to do calligraphy, but don't worry. I'll do my best!

Aoi : Have fun with us!

Masaki : OK, everyone will join the contest. Well, what type of performance will our performance be?

Aoi : Maybe, dance... because music is played when we are performing. B 30

Oliver : Umm... I'm not sure. OK, I'll call the office tomorrow and ask.

Aoi : Thank you. Emily, did you check the prizes?

Emily : No, let's see... Wow, I want to go to い. I'm a big fan of its top violin player.

Aoi : To me, the Ferris wheel in Star Amusement Park is more attractive! I saw it in a magazine before I came here. Let's go and ride it if we win the prize! 35

Masaki : Good idea, Aoi! According to the rules, we can get a prize more easily because 2.

Oliver : Yes. We are American, and Aoi and Masaki are Japanese.

Emily : By working with people from different cultures in the same performance, we learn a lot.

Masaki : Oh, what can we learn? Give me one example. 40

Emily : 3

Masaki : You're right, Emily. I think that is an important goal of this contest. Now, let's get ready for the performance!

(注) prize 賞品, 景品 brush 筆

- (1) あ, いの中に入る英語として, 次のア～エから最も適切なものをそれぞれ1つ選び, その符号を書きなさい。 □あ() □い()
- ア the concert by Green Orchestra イ the night tour at Sunny Zoo
 ウ the performance contest of many cultures エ the talk show by a famous actor
- ㊦□(2) 下線部①の()内の語句を, 会話の意味を通じるように正しく並べかえ, 文を完成させなさい。
 But just
- (3) 下線部②は, ここではどのような意味で使われているか, 次のア～エから最も適切なものを1つ選び, その符号を書きなさい。
- ア Can you give me an idea for our performance? イ Do you agree with me? []
 ウ How about doing something about Japanese culture?
 エ What do you know about a calligraphy performance?
- (4) A, Bの中に入る英語として, 次のア～エから最も適切なものをそれぞれ1つ選び, その符号を書きなさい。
- A ア How did you like it? イ I've never heard of it. []
 ウ What a good performance! エ What are you going to do?
 □B ア What can you do? イ What do you think? []
 ウ What shall I do? エ Why do you think so?
- (5) 1, 2の中に, それぞれ4語～8語の適切な内容の英語を書きなさい。
 □1 Emily,?
 □2 ~ because
- ㊦□(6) 3について, あなたがエミリー(Emily)さんなら何と言いますか。2文以上のまとまりのある英文で書きなさい。

- ㊦□(7) 次のア～オのうち, ポスター及び会話の内容に合うものを2つ選び, その符号を書きなさい。
- ア Aoi wants to come in third place in the contest and win the prize. [] []
 イ Emily was in the group from Brazil and gave a performance last year.
 ウ If we cannot hold Green Festival on August 1st because of rain, it will be on Sunday.
 エ The type of the performance of the four students is dance.
 オ When you want to take part in the performance contest, you must visit the office.