

学習日 11月 20日

名 前 _____

8

第6回模擬テスト

今日は模擬テストの6回目です。本番のつもりで時間をはかって、落ち着いて取り組みましょう。
最初は会話の問題です。場面を想像しながら解いてみましょう。

時 間		得 点	
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1 次の(1)～(3)の に入れるのに最も適切なものを、ア～エの中から一つずつ選び、その符号を書きなさい。(岐阜県：各4点×3，計12点)

(1) (放課後の教室で)

Bill : Hi, Tomoko. You don't look well. What's wrong?

Tomoko : Maybe I have a cold.

Bill : Are you OK? You should go home and sleep.

Tomoko : Yes, I will. Thank you.

ア I have a fever. イ Yes, I'm fine.

ウ No. That's too bad. エ You are wrong.

(2) (昼休みの教室で)

Makoto : Hi, Linda. Do you have any plans for next Saturday?

Linda : No, why?

Makoto : Well, I'm going to see fireworks with my family.

Linda : That sounds nice. Thank you very much.

Makoto : My father and I will come to your house at six o'clock in the evening. OK?

Linda : All right. Thanks.

ア Do you study in the library on Saturday?

イ Did you see fireworks last night?

ウ Do you have fireworks in your country?

エ Do you want to join us?

(3) (休日 の 家庭 で)

Father : You look busy. What are you doing?

Yukiko : I'm preparing for next week's school trip.

Father : Oh, I see.

Yukiko : No, thank you. I think I can do it.

Father : OK. I hope the weather will be nice.

(注) prepare : 準備する

ア Will you help me with my trip?

イ Do you need any help?

ウ Will you go to school tomorrow?

エ Did you enjoy the school trip?

(1)		(2)		(3)	
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2 次の英文は、中学生の次郎（Jiro）と父の対話です。これを読み、(1)～(4)の問いに答えなさい。

(和歌山県：(1)(2)各3点×3，他各5点×2，計19点)

Father : You don't look happy. What happened?

Jiro : Nothing.

Father : Tell me, Jiro. Why are you sad? I always [] you.

Jiro : Well..., I was not chosen as a regular for the next baseball tournament.

Father : I see. That's too bad. Well, was your friend Masao chosen as a regular?

Jiro : Yes, he was. He is a good player with talent, ... but I think he doesn't practice hard.

Father : Oh, you think he has talent. Was he chosen as a regular for that reason?

Jiro : Yes. When he was [], he was always the best sports player. Now he is one of the best players in my team. A

Father : I don't think so. I'll tell you something you don't know. When I go to my office in the morning, I often see Masao. He runs to school very hard with his bag every morning.

Jiro : Really? I can't believe that. His house is about 10 kilometers away from school. It is [] for me to train by running to school every morning. I think few people can train like him.

Father : I don't agree. B For example, the famous players in the major leagues practice very hard to be better players.

Jiro : I see. But I think they are great players with talent.

Father : Listen, Jiro. There are some people who have talent. But making an effort is more important than having talent. If [], you can have a chance as a regular.

Jiro : OK, I'll try. You have motivated me. Thank you, Father.

- (注) chosen : choose の過去分詞形 regular : レギュラーの選手 tournament : トーナメント
 Masao : 正夫 (男の子の名前) player : 選手 talent : 才能 reason : 理由
 office : 会社 kilometer : キロメートル train : トレーニングをする
 the major leagues : メジャーリーグ (アメリカのプロ野球の最上位リーグ)
 make an effort : 努力する motivate : やる気を起こさせる

- (1) 本文中の[] ~ []にあてはまる語の組み合わせとして最も適切なものを、次のア～エの中から一つ選び、その記号を書きなさい。

- ア need small easy
 イ help old difficult
 ウ support little hard
 エ understand famous important

- (2) 対話の流れに合うように、文中の A , B のそれぞれにあてはまる最も適切な文を、次のア～オの中から一つずつ選び、その記号を書きなさい。

- ア A lot of students don't practice harder than Masao.
 イ There are a lot of people who practice very hard.
 ウ You told me to be a good baseball player like Masao.
 エ A good player like Masao does not have to practice much.
 オ Don't do anything for training every day.

- (3) 下線部 that の内容を、日本語で具体的に書きなさい。

- (4) 対話の流れに合うように、文中の〔 〕にふさわしい表現を考えて、英語で書きなさい。

(1)		(2)	A	B
(3)				
(4)				

3 次の文章を読んで、あとの(1)～(5)の問いに答えなさい。

(愛知県 : (1)(4)各3点×4, 他各4点×3, 計24点)

If you hear the word "salt," what do you think of? Maybe some of you think of the salt which you use at the kitchen table, and others think of the sea water. We can buy salt at food shops or supermarkets and use it every day. We know salt is important for our body (A) air and water, but many people don't know how it is used in our lives.

(is / ever / how / you / salt / have / heard) used in Japan? Salt is used at home when we cook or eat. Salt is also used in the food industry to make *miso*, *shoyu*, processed food, and so on. The amount of salt used at home and in the food industry is about 1 million tons in 2007. But this is not all the salt used in Japan. We use about 9 million tons in a year! How can people use so much salt?

We can find the answer in the chemical industry. When salt is broken down, we can get other substances. By using these, many kinds of things are made in factories. (B) example, glass, paper, medicine, CDs, and parts of computers are made. The chemical industry uses over 7 million tons of salt in a year to make a lot of things we use in our lives. The salt for the chemical industry usually comes from foreign countries. So, we can also understand that our lives are supported by foreign countries through the salt.

Salt is also used for traffic safety. In some places, salt is put on the road when it is very cold. Why? Because the salt can deice the road. Then we can walk, ride a bike, and drive a car on the road with more safety. The amount of salt used for this propose is about 500 thousand tons in a year.

We have found that there are many uses for salt in our lives. What happens if we don't have enough salt? Maybe we see some changes in our lives. Salt is important and () for our lives. When you use salt at home next time, please remember this and try to learn more about the things which are made from salt.

(注) industry : 産業 processed food : 加工食品 amount : 量 million : 100万(の)
chemical : 化学の break down ~ : ~を分解する substance : 物質 factory : 工場
safety : 安全 deice ~ : ~から氷を取り除く use(s) for ~ : ~の使いみち

- (1) (A), (B) にあてはまる最も適当な語を, 次の5語の中から選んで書きなさい。ただし, 文頭にくる語は大文字で始めなさい。

from	for	like	of	with
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- (2) 下線 のついた文が, 「日本で塩がどのように使われているか聞いたことがありますか。」となるように, () 内の語句を正しい順序に並べかえなさい。ただし, 文頭にくる語は大文字で始めなさい。

- (3) () にあてはまる最も適当な語を, 次のア～エの中から選んで, そのかな符号を書きなさい。

ア delicious イ beautiful ウ difficult エ useful

- (4) 本文の内容について, 次の会話が成り立つように, (a), (b) のそれぞれにあてはまる最も適当な語を書きなさい。

A : Why is salt put on the road when it is very cold?

B : To deice the road for walking, (a) a bike, and (b) a car with more safety.

- (5) 次のア～エの文の中から，その内容が本文に書かれていることと一致するものを一つ選んで，そのかな符号を書きなさい。

- ア Glass and paper are examples of the things made in the food industry.
 イ More salt is used in the food industry than in the chemical industry.
 ウ The salt used in the chemical industry usually comes from foreign countries.
 エ People used much salt on the road many years ago but we don't use it anymore.

(1)	A			B		
(2)						
(3)		(4)	a	b	(5)	

- 4** 次は，中学生の Toru が **The Smile Leader Project**（ほほえみリーダープロジェクト）という題で書いた作文である。これを読んで，あとの(1)～(4)に答えなさい。＊印のついている単語・語句には，本文のあとに(注)がある。（埼玉県：(1)(4)各3点×6，他各5点×2，計28点）

Last April I became a *class leader, but one thing I didn't like about it was being one of the "smile leaders." Class leaders at our school have to come to school early every Monday and stand at the school gate to *call out good morning to everyone who comes through the gate. We call this the Smile Leader Project. I usually get up early, so it is no problem for me to come to school early. But I didn't like calling out good morning again and again — more than a hundred times! I thought it was just *superficial. We just said good morning, and some students answered, but some didn't. That was all. Did the smile leaders smile? No! How could we? I didn't think it was *real communication.

One Monday morning in June when we were at the school gate, I saw a woman walking near us. She looked at us and smiled, so I called out to her, "Good morning!"

She came *closer and said, "Good morning. I'm Abe Mariko. May I ask your name?"

"I'm Toru. Nice to meet you, Ms. Abe," I answered.

"Nice to meet you too," she said. "I like this. You junior high school students say good morning to *each other."

"Thank you," I said. "But I don't understand why you like it. I don't really like doing it. I think it's just superficial."

"Do you really think so? People feel something warm when they say good morning and smile at each other," she said. "This project began when one of my children was at this school. She was

- (3) Ms. Abe was right. と Toru が作文に書いた理由を，日本語で具体的に説明しなさい。
- (4) 次の英文は，本文の内容をまとめたものです。次の()～()にあてはまる英語を，1語ずつ書きなさい。

At Toru's junior high school, students () "smile leaders" stand at the school gate and say good morning to other students every Monday. Toru is one of the leaders. One morning, Toru talked with a woman at the school gate and () her that he didn't like being a smile leader. But after listening to her story, he () his way of thinking. One Monday morning at the school gate, Toru spoke to a student who usually didn't talk a lot, and the student () in his own way. They felt happy together.

(1)		
(2)		
(3)		
(4)		

- 5** 次の意見に対し，あなたの考えを 40 語程度の英語で書きなさい。ただし，符号（，．？！など）は語数には含めません。（福井県：17 点）

When students have free time, they should read more books.

（生徒はひまな時間があるとき，もっと本を読むべきである。）

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お疲れさまでした。答え合わせをして，間違えた問題は解説を読んで，理解しておこう。