

2021年度 英語選抜

時間50分 100点満点

# 英 語

## 受験上の注意

1. 試験開始の合図があるまで、この問題冊子を開いてはいけません。
2. 実施時間は50分で、100点満点です。時間配分に注意して解答してください。
3. 解答は解答用紙にていねいに記入してください。
4. 解答用紙・問題用紙両方に、受験番号、座席番号、名前を記入してください。座席番号は、机に貼ってある番号のことです。
5. 試験中は携帯電話の電源を必ず切ってください。
6. 私語や物の貸し借りなどは認めていません。困ったことがある場合は、手をあげて先生に相談し、その指示に従ってください。

受験番号 \_\_\_\_\_ 座席番号 \_\_\_\_\_

名 前 \_\_\_\_\_

聖学院中学校

**[Part 1]**

I. 例にならって、 \_\_\_\_\_ に入るもっとも適当な語を選んで、記号で答えなさい。

例) Animal : Dog = Flower :   D  

- (A) Cat
- (B) Carrot
- (C) Salmon
- (D) Tulip

1) Bed : Sleep = Chair : \_\_\_\_\_

- (A) Sit
- (B) Come
- (C) Cry
- (D) Drive

2) School : Teacher = Shop : \_\_\_\_\_

- (A) Player
- (B) Clerk
- (C) Watch
- (D) Ancestor

3) Good : Bad = Hungry : \_\_\_\_\_

- (A) High
- (B) Long
- (C) Special
- (D) Full

4) Man : Woman = Uncle : \_\_\_\_\_

- (A) Cousin
- (B) Child
- (C) Brother
- (D) Aunt

- 5) Trumpet : Flute = Violin : \_\_\_\_\_  
(A) Song  
(B) Guitar  
(C) Club  
(D) Ball
- 6) Lunch : Eat = Mountain : \_\_\_\_\_  
(A) Climb  
(B) Meet  
(C) Run  
(D) Follow
- 7) First : Tenth = January : \_\_\_\_\_  
(A) February  
(B) May  
(C) July  
(D) October
- 8) High : Low = Wide : \_\_\_\_\_  
(A) Main  
(B) Many  
(C) Native  
(D) Narrow
- 9) Why : Reason = How : \_\_\_\_\_  
(A) Place  
(B) Way  
(C) Thing  
(D) Time

10) Pencil : Write = Scissors : \_\_\_\_\_

- (A) Clean
- (B) Push
- (C) Cut
- (D) Talk

II. \_\_\_\_\_に入る適切なものを選び、記号で答えなさい。

1) I don't know this word. I need a \_\_\_\_\_.

- (A) chair
- (B) desk
- (C) stamp
- (D) dictionary

2) A : Do you have any flowers?

B : No. I don't like \_\_\_\_\_ very much.

- (A) animals
- (B) plants
- (C) dolls
- (D) subjects

3) A : When did you go to China, Akane?

B : About ten years \_\_\_\_\_.

- (A) quickly
- (B) ago
- (C) first
- (D) soon

4) A : Here's my phone number. Please \_\_\_\_\_ me anytime.

B : Thanks.

- (A) run
- (B) know
- (C) call
- (D) say

- 5) A : Can I talk to you at lunchtime, Mary?  
B : Sure. I'll eat in the \_\_\_\_\_.  
(A) elevator  
(B) bed  
(C) cafeteria  
(D) hour
- 6) A : When \_\_\_\_\_ your school start?  
B : Next week.  
(A) do  
(B) does  
(C) is  
(D) was
- 7) A : Mom, may I play video games now?  
B : No. You have to \_\_\_\_\_ your room first.  
(A) clean  
(B) play  
(C) do  
(D) talk
- 8) My \_\_\_\_\_ subject is math. But my friends don't like it.  
(A) happy  
(B) long  
(C) like  
(D) favorite
- 9) A : I'm going to kick the ball!  
B : OK. I'm ready to \_\_\_\_\_ it.  
(A) catch  
(B) ask  
(C) wake  
(D) sleep

10) My father eats breakfast early \_\_\_\_\_ the morning.

(A) from

(B) on

(C) in

(D) of

Go on to the next page.

[Part 2]

I 英文を読んで、本文中の(1)~(4)に当てはまるものを選んで記号で答えなさい。  
また、本文の内容に合うよう、(5)の間に最も適当なものを選んで記号で答えなさい。

## The History of Purple

Until a few hundred years ago, only the richest people wore purple clothes. For example, kings and queens wore purple as a sign of their high rank. ( 1 ), many people thought of it as a color that only powerful people could wear. The reason that purple clothes were so special was that, until the 19th century, purple was a very ( 2 ) color to make.

Thousands of years ago, a way to make purple cloth was discovered in a country in the Middle East known as Phoenicia, but it took a lot of time and effort. The Phoenicians made the color from a shellfish called “murex,” and it took 250,000 of these shellfish just to make about 30 grams of purple color. Therefore, it was very expensive. The Phoenicians sold it to the Greeks and the Romans, but ( 3 ) people could use it because of the price. Later, in around A.D. 400, a Roman law was made so that only the emperor could wear clothes made with the best purple cloth.

During the 15th century, people started looking for new ways to make purple color. For example, some people tried using various types of insects or fish. They were successful, and this made purple clothing a little cheaper. However, it was still too expensive for most people. Then, in 1856, a scientist name William H. Perkin discovered a chemical called “mauveine.” This made it possible for ordinary people to ( 4 ) purple clothes. The color soon became very fashionable, and today purple clothing can be found in almost any store.

- ( 1 ) A. In spite of this    B. Surprisingly    C. Because of this    D. Firstly
- ( 2 ) A. strange    B. difficult    C. clean    D. gentle
- ( 3 ) A. few    B. most    C. many    D. least
- ( 4 ) A. return    B. wash    C. forget    D. purchase
- ( 5 ) What was one reason why making the color purple was so expensive?
- A. So only rich people could buy it.
  - B. Because not many people knew how to make it.
  - C. Because it wasn't an easy color to make.
  - D. Because the shellfish used to make the color was rare.



Ⅱ. 英文を読んで、(1)~(4)の間に答えなさい。また(5)は日本語で答えなさい。

## Driving for the Earth

Most people know that taking a bus is safer and less expensive than driving a car. Also, riding buses is better for the environment. However, buses are not a perfect answer to environmental problems. One reason for this is because they use more fuel than they need to. Because of this, some people say that bus drivers should be trained to practice “eco-driving.”

Eco-driving means helping the environment by driving in a way that uses less fuel. A large amount of fuel is wasted when bus drivers do certain things, such as speeding up quickly or leaving the engine on when the bus is not moving. Some cities have started to train their bus drivers to stop doing (5) these things to save both fuel and money. In order to teach bus drivers eco-driving, SmartDrive, a company in the United States, has recently developed a special system.

The system uses small lights to tell the driver how he or she is driving. It is put on the bus in a place that the driver can easily see. A green light comes on when the driver is driving well. A red light, on the other hand, tells the driver that he or she is wasting fuel. The idea is to teach the drivers while they are driving. In a test study, SmartDrive found that they could improve drivers' fuel savings by as much as 18.7 percent.

Stagecoach Bus, a company in the United Kingdom, uses a system similar to that of SmartDrive. According to Stagecoach Bus, another benefit of eco-driving is that it is safer. The company says that they are using the system both to lower fuel costs and to reduce traffic accidents. To do this, Stagecoach Bus is offering its drivers extra money if they can improve their driving style. These new systems are helping to make taking the bus an even better option for the future.

- (1) What is one problem with buses?
- A. It is hard to train the drivers.
  - B. It is hard to make them safer than cars.
  - C. They use more fuel than is needed.
  - D. They use an expensive kind of fuel.
- (2) “Eco-driving” means
- A. keeping buses moving as much as possible.
  - B. changing the engines in buses to ones that need less fuel.
  - C. making drivers pay money when they harm the environment.
  - D. driving in ways that are better for the environment.
- (3) How does the SmartDrive system work?
- A. It uses lights to tell drivers how well they are driving.
  - B. It has a red light to tell drivers when to turn on the engine.
  - C. It tests people on how much they know about global warming.
  - D. It stores fuel in another part of the bus so that it is not wasted.
- (4) What is one thing that Stagecoach Bus is trying to do?
- A. Get a prize for their eco-driving system.
  - B. Create a new type of bus that uses no fuel.
  - C. Make money by teaching drivers at other bus companies.
  - D. Reduce the number of accidents caused by poor driving.
- (5) In paragraph 2, explain in Japanese what two things the phrase “these things” refers to?

**[Part 3]**

**Write an essay on the following opinion on the paper provided. You must write more than 150 words.**

Opinion: Learning online is better than learning in a classroom.

Do you agree or disagree with this statement? Use examples or your own personal experience to support your view.

**This is the last page.**

2021年度 英語選抜

英語・解答用紙

聖学院中学校

受験番号		座席番号		名前		※

[Part 1]

I.

1)	2)	3)	4)	5)	6)	7)	8)	9)	10)
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II.

1)	2)	3)	4)	5)	6)	7)	8)	9)	10)
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[Part 2]

I.

(1)	(2)	(3)	(4)	(5)
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II.

(1)	(2)	(3)	(4)	(5)
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[Part 3]

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