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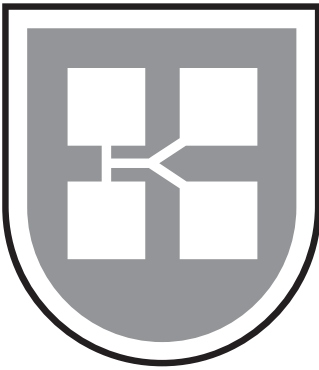
February 2, 2025

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中学

Honors / Advanced Course Entrance Exam

Honors / Advanced 選考 (英語筆記)

Language Exam: 50 minutes



Information for candidates

Time allowed

- 50 minutes

Instructions

- Use a pencil.
- Once the test has started, fill in the box at the top of the answer sheet.
- Write your answers on the answer sheet as instructed.
- Sections A-F: Questions are ONE mark each.
- Section G: Questions are TWO marks each.
- You may take notes on this question paper.

DO NOT OPEN THE TEST PAPER UNTIL INSTRUCTED TO DO SO BY THE TEACHER.

Kaetsu Ariake Junior & Senior High School
Junior Entrance Examination

Section A: Vocabulary (1 mark each)

Read the sentences and dialogues and choose the best word or phrase from 1-4 to fill in the brackets (). Write your answers on your answer sheet.

1. Tim didn't know when the mail would arrive with the results of his test. All he could do was wait (1) at home.
1. impossibly 2. vigorously 3. anxiously 4. commonly
2. The company is (2) on hiring more staff to meet the increasing demand.
1. decided 2. intent 3. determined 4. talking
3. After months of negotiation, the two parties finally (3) at an agreement.
1. reached 2. arrived 3. achieved 4. attained
4. The concert last night was amazing. The town hall was (4) with people. They came from all over to see the band.
1. established 2. boarded 3. packed 4. stored
5. The company was accused of (5) the truth after using biased data in their advertising.
1. inflicting 2. misleading 3. cradling 4. distorting
6. Sarah didn't enjoy working in the factory. She found it (6) doing the same simple task every day.
1. venting 2. tedious 3. earnest 4. enabling
7. A: Why are you taking history again? I thought you wanted to drop it this year.
B: I wanted to, but I was told it's (7) for the first two years. I can switch next year.
1. compulsory 2. decided 3. forced 4. requisite

8. Brenda is perfect for the manager position because she's (8) of working under pressure and meeting tight deadlines.
1. able 2. successful 3. skilled 4. capable
9. A: Jon, do you happen to have a copy of last year's math exam?
B: Of course. I always (9) to past exam papers so I can review the material.
1. save up 2. hold on 3. look forward 4. stay close
10. The company's plans to build a new shopping mall came under (10) from authorities after it was discovered they had provided false data.
1. exploration 2. visual 3. scrutiny 4. nuisance
11. To keep the students safe, the teacher (11) a curfew of 6pm to make sure they were back in the hotel before dark.
1. controlled 2. imposed 3. banned 4. installed
12. As a prank, Billy left a raw fish in the classroom over the break. When the students returned two weeks later, the (12) was so terrible they couldn't use the room for two days.
1. flavor 2. strife 3. stain 4. stench

Section B: Conversations (1 mark each)

Read the following conversations and choose the best sentence from 1-4 to fill in the brackets (). Write your answers on your answer sheet.

- A: Have you heard about the school festival next month?
B: Yeah, I'm really excited about it! Do you know which event we're in charge of?
A: I think we're supposed to organize the talent show.
B: That sounds fun! But it's going to take a lot of planning.
A: You're right. (13)
B: Let's start by making a list of people who want to participate.
A: Good idea. How should we go about making sure everyone knows about the event?
B: (14)
A: Perfect! I'm sure it'll be a great show if we work together.

13. 1. We should ask our classmates for interesting promotional ideas.
 2. We should start thinking about the decorations for the event.
 3. Maybe we could do something simpler, like a bake sale.
 4. We'll need to find performers, set up the stage, and make a schedule.
14. 1. We should also plan a meeting for everyone involved.
 2. We could create posters and make an announcement during assembly.
 3. We should think about how we can arrange the seating for the audience.
 4. We can just hope people will show up without any promotion.

- A: Have you met the new student in our class?
B: Yeah, I talked to her during lunch. She seems really nice.
A: I heard she just moved here from another city.
B: (15)
A: I agree. We should try to make her feel welcome.
B: Absolutely. Maybe we can invite her to sit with us during lunch.
A: (16)
B: I'm sure she'll appreciate that. It's always better to have friends when you're in a new place.
A: Let's make sure she knows she's not alone here.

15. 1. She might need help with her schoolwork.
 2. I heard she's been to many different schools.
 3. She must be happy to be joining our school this year.
 4. I imagine it's really challenging to start over in a new place.
16. 1. I wonder if she'll join any sports or cultural clubs.
 2. We could also introduce her to some of our other friends.
 3. Let's ask the teacher how we can help her more.
 4. We should wait and see if she asks for help.

Section C: Ordering Sentences (1 mark each)

Read the sentences and dialogues, then put the words in order from 1-5 to fill in the brackets (). Write your answers on your answer sheet.

17. After weeks of negotiation, both parties (17) the terms of the contract.

- | | | |
|--------------|------------|-------|
| 1. agreement | 2. finally | 3. on |
| 4. reached | 5. an | |

18. She (18) travel and gain valuable experience before starting her career.

- | | | |
|---------------|-------|----------------|
| 1. taking | 2. is | 3. considering |
| 4. a gap year | 5. to | |

19. A: Why did you give up on the project?

B: Ever since Mary left, I (19) because she had all the creative ideas.

- | | | |
|------------|---------|-----------|
| 1. to fail | 2. we | 3. doomed |
| 4. felt | 5. were | |

20. A: Do you think the new policy will be successful?

B: Definitely. It (20) and job market.

- | | | |
|------------------|----------------------|-----------|
| 1. should have | 2. on | 3. impact |
| 4. a significant | 5. the local economy | |

Section D: Spelling (1 mark each)

Read the sentences below and check for any spelling errors. If there is an error, write the correct spelling of the word. If there are no spelling errors, write the word 'CORRECT'.

Write answers to each question IN CAPITAL LETTERS on the separate answer sheet.

21. The goverment issued a notice outlining the schedule for necessary maintenance on public buildings.
22. It's definitely important to seperate fact from opinion when making an important decision.
23. Her conscious effort to appreciate the privilege of education was noticeable in her dedication to her studies.
24. Despite the embarrassing misstep, she managed to maintain her rhythm during the dance performance.

Section E: Reading 1 (1 mark each)

Read the letters below. Based on the information provided, decide whether the statements are True (T) or False (F). If there is not enough information to decide, choose Not Enough Information (NI). Write your answers as T, F, or NI on your answer sheet.

Letter 1:

Hi Sarah,

I just found out that our school has officially banned smartphones during school hours. Everyone is really upset about it! We used to rely on our phones for everything—from checking homework assignments to chatting with friends between classes. Now, we have to leave them in our lockers, and it's frustrating for a lot of us. Some teachers have said that this will help us focus more in class, but honestly, I'm not so sure. I think it's just going to make things harder for everyone. How am I supposed to stay in touch with my friends or look things up when I need to?

I'm also worried about what this will mean for group projects. We always used our phones to coordinate and share ideas quickly. Without them, it might be really challenging to get things done on time. Anyway, what do you think? Has your school ever done anything like this?

-Takumi

Letter 2:

Hi Takumi,

Yes, our school banned phones last year, so I totally get what you're going through. At first, it was a huge pain because, like you, we all used our phones for just about everything—messaging, checking assignments, and even for group projects. But after a while, I noticed something surprising—my grades actually started to improve! Without my phone, I wasn't constantly distracted in class, and I began paying more attention. It turns out that not having a phone with me all the time wasn't as bad as I thought.

That said, I do miss it sometimes, especially during breaks when I used to catch up with friends online. And, as you mentioned, group projects became more complicated without quick access to everyone through messaging. But overall, I think the ban helped me focus better, even if it's still annoying now and then. Maybe it'll work out for you too.

-Sarah

25. Takumi feels worried about how the smartphone ban will impact his daily school routine.

(T, F, NI)

26. Takumi agrees that the smartphone ban will improve focus during class time for everyone.

(T, F, NI)

27. **Takumi thinks students will bring alternative devices to stay connected despite the smartphone ban.**
(T, F, NI)
28. **Sarah noticed a change in her academic performance after her school banned smartphones.**
(T, F, NI)
29. **Sarah finds it easier to connect with her friends during school breaks since the ban.**
(T, F, NI)
30. **Sarah has no doubt that some teachers also feel inconvenienced by the smartphone ban.**
(T, F, NI)
31. **Takumi and Sarah believe that a smartphone ban complicates coordinating activities with others.**
(T, F, NI)
32. **Takumi and Sarah agree that a smartphone ban is more frustrating than helpful.**
(T, F, NI)

Section F: Reading 2 (1 mark each)

Read the following story, 'The Patchwork Quilt'. For questions 33-40, choose the most appropriate answer from 1-4 according to the text. Write your answers on your answer sheet.

The Patchwork Quilt

By Ian Daniels

Ethan didn't like his new neighborhood. After his family moved in with his grandmother on Maple Street, nothing felt right. The houses looked different, the streets were noisier, and the people weren't like those he was used to. Kids spoke languages Ethan didn't understand. It made him feel out of place, like he didn't belong.

- 5 One rainy afternoon, while exploring the attic, Ethan came across a large, dusty trunk. Curious, he opened it and found an old patchwork quilt, each square made from different fabrics and patterns. Some squares were bright and cheerful, others dark and muted. Each one was unique, but together they formed a beautiful, cohesive whole.

- 10 Ethan marveled at the quilt, imagining how cozy it would feel on his bed. He carefully began to carry it downstairs to show his grandmother. But as he made his way through the narrow attic door, the quilt snagged on a rusty nail. He tugged it free, but to his dismay, one of the squares—a dark blue patch with tiny white stars—ripped right down the middle.

Panicked, Ethan hurried downstairs, the torn quilt in his arms. "Grandma!" he called, "I found this beautiful quilt in the attic, but it ripped when I was bringing it down. I didn't mean to!"

- 15 His grandmother looked at the quilt and smiled gently. "That quilt has been in our family for decades," she said. "Each square was made by someone in the neighborhood. It was a tradition—when people first moved here, they contributed a piece of fabric that meant something to them. After a few years, we sewed them all together to create this quilt. It represents the community, all the different people coming together as one."

- 20 Ethan looked at the tear with regret. "Who made this one?" he asked, pointing to the blue square.

"That square was made by Mrs. Patel," Grandma explained. "She used fabric from the first sari she wore when she moved here from India. She said the stars reminded her of the night sky she used to see from her childhood home."

- 25 Ethan felt a pang of guilt. He had seen Mrs. Patel a few times, but he had never spoken to her. Now, knowing how important this square was, he felt compelled to fix the quilt. "Do you think she could help me repair it?" he asked.

With Grandma's encouragement, Ethan set out to visit Mrs. Patel. She welcomed him with a warm

smile, her kitchen filled with the smell of spices. When Ethan showed her the quilt and explained what had happened, she sighed softly. “This square is special to me. It’s a piece of my past, from when I first came to this country. I felt so alone then, but this community embraced me. It made me feel like I had a place here.”

Mrs. Patel agreed to help Ethan repair the tear, but she also encouraged him to visit the other neighbors who had contributed squares to the quilt. “Each piece has a story,” she said. “You should hear them all.”

Ethan visited Mr. Sanchez next, who lived down the street. His square was made from an old soccer jersey. “This was from the first team I coached when I moved here from Mexico,” Mr. Sanchez explained. “The kids on that team came from all different backgrounds, but on the field, we were one family. That’s what this quilt represents to me.

As Ethan continued his visits, he heard more stories. Mrs. O’Hara contributed a square made from her wedding dress, symbolizing the new life she began when she married her husband and moved to Maple Street. The Chen family’s square came from a silk scarf Mr. Chen’s grandmother had given him, representing the connection between their past and present.

With each story, Ethan felt more connected to the quilt and the people in his neighborhood. He realized that while everyone was different, they all had something in common—their shared experiences and the sense of belonging that Maple Street provided.

Finally, with the help of his neighbors, Ethan repaired the tear in Mrs. Patel’s square. As they sewed the patch back into place, Ethan felt a warmth in his heart. The quilt was whole again, just like the community it represented.

When he returned home, Grandma smiled at the sight of the quilt, now fully restored. “You see, Ethan,” she said, “this neighborhood is like the quilt. It’s made up of all kinds of people, each with their own story. But when we come together, we create something beautiful.”

That night, as he lay under the quilt, Ethan no longer felt like a stranger. He was a piece of the patchwork, connected to everyone around him, and that made him feel like he belonged.

33. What does Ethan’s discomfort with his new neighborhood primarily reveal about his character at the beginning of the story?

1. He’s uncomfortable being around his grandmother.
2. He is resistant to change and prefers his old, familiar environment.
3. He only likes the style of houses in his old neighborhood.
4. He doesn’t like trying to learn new languages.

34. **Why is Ethan so determined to fix the tear in the quilt?**
1. He feels guilty for causing the damage and wants to make amends.
 2. He is curious about the quilt's history and sees it as an opportunity to explore.
 3. He wants to use the quilt on his bed and needs it to be whole.
 4. His grandmother insists that he must repair it.
35. **What does Mrs. Patel's description of her quilt square suggest about her adaptation to the new neighborhood?**
1. She felt completely out of place and never adjusted.
 2. She initially struggled with loneliness but eventually felt at home.
 3. She quickly adapted and became an integral part of the community.
 4. She remained detached, only participating out of obligation.
36. **In the context of the story, what literary device is used in the phrase "Each piece has a story" (Line 33)?**
1. Symbolism
 2. Simile
 3. Personification
 4. Metaphor
37. **What does the old soccer jersey used by Mr. Sanchez in his quilt square symbolize?**
1. His belief in hard work and perseverance.
 2. His longing for his home country.
 3. His personal achievements in sports.
 4. The sense of unity he felt with his first team.
38. **What does the phrase "Ethan felt a warmth in his heart" (Line 47) most likely convey about his emotional state?**
1. He was physically warm from being indoors.
 2. He was feeling a deep sense of connection and belonging.
 3. He was embarrassed about the attention from his neighbors.
 4. He was anxious about meeting new people.
39. **What broader theme does the quilt represent in the story?**
1. The preservation of family traditions.
 2. The importance of cultural heritage.
 3. The beauty of diversity and community.
 4. The challenges of moving to a new place.
40. **How does Ethan's understanding of the quilt influence his perception of his neighborhood?**
1. It helps him appreciate the stories behind each square.
 2. It makes him realize the neighborhood has a strong community spirit.
 3. It confirms his belief that he doesn't belong.
 4. It shows him that the neighborhood's diversity is its strength.

Section G: Logic Challenges (2 marks each)

To answer the following questions, you may need to use some basic mathematics and/or some critical thinking. Read the questions carefully!

Write answers to each question IN CAPITAL LETTERS on the separate answer sheet.

*For 'number' answers, you can write the number (e.g., "7" OR "SEVEN").

*For question 45, complete the grid on the answer sheet.

Example:

Situation: *Tom is 155cm. James is 160cm.*

Who is the tallest of the two?

Answer: JAMES

How much taller is he?

Answer: 5cm OR five centimeters

41. Jake goes to a bakery and buys 4 packs of cupcakes, with each pack containing 4 cupcakes, at \$6 per pack. He also buys 4 packs of muffins, with each pack containing 5 muffins, at \$8 per pack. He sells the individual cupcakes and muffins for \$2 each. By the end of his sales, Jake has 2 cupcakes and 1 muffin left unsold.

What was Jake's profit?

42. A rectangular playground has a length that is 4 meters more than its width. The area of the playground is 96 square meters.

What is the perimeter of the playground? (in meters)?

43. Farmer Philip loves horses. He can exchange 3 ducks for 1 goat, 5 goats for 2 sheep, and 4 sheep for 1 horse. He has 28 ducks, 12 goats, and 9 sheep.

How many horses can Philip get, and what will he have left over?

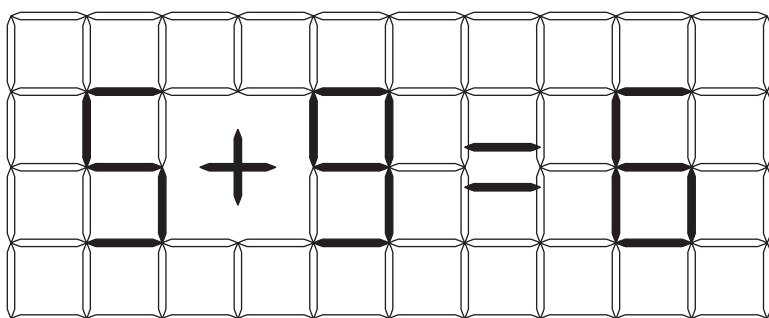
44. Emma walks in the park for three days. On Day 1, she walks 5 km/h for 6 hours. On Day 2, she increases her speed by 20% and walks for 5 hours. On Day 3, she keeps this speed and walks for 4 hours. A week later, Leo follows a similar routine. On Day 1, he walks 4 km/h for 8 hours. On Day 2, he maintains this speed for 7 hours. On Day 3, he increases his speed by 25% and walks for 5 hours.

Who walked the furthest, and by how much (in meters)?

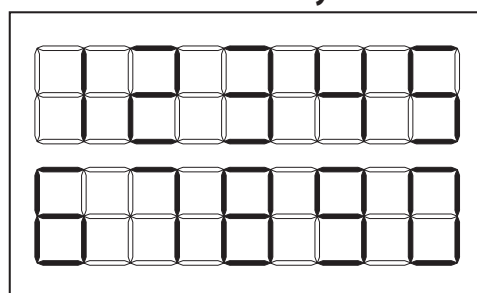
45. The arrangement of toothpicks below makes a sum, but it's incorrect. MOVE exactly THREE toothpicks to make a new arrangement that makes a sum that is correct.

Draw the new shape on the answer sheet.

(Note : There will be no negative numbers. No number is greater than 9. You must use all the toothpicks in the new equation, and you can't stack them.)



Number Key



THIS IS THE END OF THE TEST.

Honors / Advanced Course 選考 (英語筆記)

Answer Sheet

Application No.

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Name:

(日本語)

(English)

Date:

February 2, 2025

Information for candidates

- Use a pencil.
- Fill in the box at the top of this page.
- Write all answers on this sheet.
- Answer questions as directed in the question paper.
- Section A-F: Questions are ONE mark each.
- Section G: Questions are TWO marks each.
- For question 45, fill in the graphic on the reverse side of this answer sheet.



TOTAL

/50

Section A: 1 mark each

1.	
2.	
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12.	

Section B: 1 mark each

13.	
14.	
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16.	

Section C: 1 mark each

17.					
18.					
19.					
20.					

Section D: 1 mark each

21.	
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24.	

Section E: 1 mark each

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Section F: 1 mark each

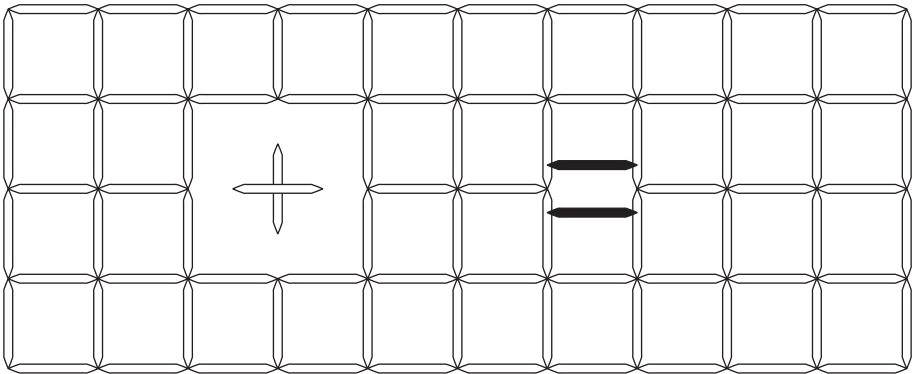
33.	
34.	
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Continue to Section G on the reverse side

Section G: 2 marks each

41.	\$
42.	meters
43.	Horses: Sheep: Goats: Ducks:
44.	_____ walked the furthest, by _____ meters.

45. For question 45, color in the new arrangement of toothpicks below:



Number Key

