

# 2011年度・学力考查問題

(中学帰国生)

**【英語】**

## 注 意

1. 試験時間は2科目合わせて80分です。
2. 答えはすべて解答用紙にはっきりと記入ください。
3. 解答用紙のみ試験終了後あつめます。
4. 問題は8ページで①から⑥まであります。開始の合図で必ず確認し、そろっていない場合にはすぐに手をあげください。

1

次の(a)~(g)の各文の( )に入れるのに最もふさわしいものを1~4の中から  
1つずつ選び、番号で答えなさい。

- (a) Some students like science very much, and ( ) like music.  
1. another            2. the other            3. any            4. others
- (b) Put this medicine out of children's ( ).  
1. sense            2. degree            3. reach            4. order
- (c) She made ( ) mistakes on the exam than I did.  
1. many            2. little            3. fewer            4. least
- (d) Lend me some money. ( )?  
1. don't you            2. will you            3. shall we            4. do you
- (e) The doctor told him ( ) for his health.  
1. to stop smoking            2. not smoking  
3. to stop to smoke            4. stopping to smoke
- (f) The twin girls are so ( ) that I can't tell them apart.  
1. like            2. likely            3. same            4. alike
- (g) They ( ) each other about the problem.  
1. told to            2. discussed            3. talked to            4. spoke

2

次の(a)~(c)の会話文で、( )に入れるのに最もふさわしいものを1~4の中から1つずつ選び、番号で答えなさい。

(a) A : I happened to meet Clark Kent yesterday.

B : Clark Kent? ( )

A : Oh, sure you do! He's the one who saved me when I was in trouble last year.

B : Oh, of course. Now I remember him.

- |                        |                                  |
|------------------------|----------------------------------|
| 1. I do remember him.  | 2. I'm sure I met him.           |
| 3. I can't believe it. | 4. I don't think I remember him. |

(b) A : What did you do last night?

B : I watched the World Cup.

A : Didn't you have any homework?

B : ( ) I finished it early.

- |                 |             |
|-----------------|-------------|
| 1. No, although | 2. No, and  |
| 3. Yes, because | 4. Yes, but |

(c) A : What a good dinner it was! You are such a good cook.

B : Thank you. I'm glad you enjoyed it.

A : Shall I help you do the dishes?

B : Would you do that? ( )

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. That would be very good of you. | 2. That isn't good of you.         |
| 3. Would you like to eat more?     | 4. Would you keep doing it for me? |

3

次の(a)~(e)の日本語に合うように1~7を並べかえたとき、( A )~( J )に入れるものを番号で答えなさい。ただし、不要なものが1つずつ含まれています。また、文頭にくる語(句)も小文字にしてあります。

(a) 彼はあなたより3歳若い。

He (     )( A )(     )(     )( B )(     ).

- |       |            |           |                |
|-------|------------|-----------|----------------|
| 1. by | 2. younger | 3. you    | 4. three years |
| 5. to | 6. is      | 7. junior |                |

(b) ドアを開けっ放しにしておいたなんて君は不注意だったね。

It was (     )( C )(     )(     ) have left ( D )(     ).

- |             |       |             |        |
|-------------|-------|-------------|--------|
| 1. open     | 2. to | 3. that     | 4. you |
| 5. the door | 6. of | 7. careless |        |

(c) どうしてこんなに急に変わったと思いますか。

( E )(     )(     )(     )( F )(     ) change?

- |           |              |         |         |
|-----------|--------------|---------|---------|
| 1. sudden | 2. you think | 3. this | 4. what |
| 5. why    | 6. do        | 7. made |         |

(d) 彼らは事故死をまぬがれた。

(     )( G )(     )( H )(     )(     ).

- |            |          |           |                |
|------------|----------|-----------|----------------|
| 1. in      | 2. death | 3. being  | 4. an accident |
| 5. escaped | 6. they  | 7. killed |                |

(e) 彼女は毎朝の授業に遅れることはない。

She (     )( I )(     )( J )(     )(     ) class every morning.

- |            |          |         |          |
|------------|----------|---------|----------|
| 1. to be   | 2. in    | 3. late | 4. never |
| 5. for her | 6. fails | 7. time |          |

4

次の英文を読み、( a )～( e )に入れるのに最もふさわしいものを1～4の中から1つずつ選び、番号で答えなさい。

A lot of people feel that pollution has become one of the biggest problems in the world today. The main cause of pollution is waste — something which is no longer needed. We recycle our waste to reduce pollution, but pollution is not the only reason for recycling. There is another reason as well — the conservation of energy, materials and money.

( a ) lasts for ever. Almost all our energy comes from materials (oil, natural gas, etc.) which have been here since the world began. We are using them up very quickly. For example, ( b ) we conserve our oil, it will only last for another twenty years. What will we do then?

Reusing is the easiest and cheapest kind of recycling. It saves a lot of energy, materials and money. Glass containers are easy to reuse. In Britain, the milkman brings bottles of milk to houses and collects the empty milk bottles. The bottles are cleaned and refilled. Every milk bottle can ( c ) thirty times.

Thirty years ago, drinks were sold in glass bottles and everyone paid a few pence deposit on the bottles. People took their empty bottles back to the shop and ( d ) the money.

Then the glass industry began to produce No Deposit — No Return bottles which people could just throw away. This was ( e ). In places where people still pay deposits, they use the same glass bottles many times.

( a ) 1. Energy 2. Oil 3. Pollution 4. Nothing

( b ) 1. whether 2. unless 3. as 4. if

( c ) 1. be reused 2. save 3. be recycling 4. offer

( d ) 1. paid 2. borrowed 3. collected 4. lent

( e ) 1. a good idea 2. very wasteful 3. more helpful 4. the public benefit

5

次の英文を読み、本文の内容に関する(a)~(e)の質問に対する答えとして最もふさわしいものを1~4の中から1つずつ選び、番号で答えなさい。

Do you believe that some numbers are lucky or unlucky? If you answer yes to this question, you are certainly not alone. Superstitions about numbers are common in many societies. For example, many people in Western countries believe that the number 13 is unlucky. They believe 13 people should never sit at a table together, and that terrible things will happen on Friday the 13<sup>th</sup>. Some buildings do not even assign a 13<sup>th</sup> floor. Similarly, in Chinese and Japanese culture, the number 4, which sounds like the word for "death," is often considered unlucky. On the other hand, 7 is considered a lucky number in Western countries. In China, 8 is a lucky number because it sounds like the word "prosper."

In ancient times, it was quite common to believe in the magical power of numbers. It was believed some numbers could let you know the future or show the hidden side of a person's personality. Numerology, the art of reading the power in numbers, was often practiced in Jewish tradition and among Greek mathematicians. Today, many of those who still practice numerology use a system that equates each letter of the alphabet to one of the numbers 1 through 8.

Here is an example of how this system of numerology works. In order to find the number related to a person's name, first assign the correct number to each letter of the name, using the following chart.

1 A · I · Q · J · Y	3 C · G · L · S	5 E · H · N	7 O · Z
2 B · K · R	4 D · T · M	6 U · V · W · X	8 F · P

For example, take the name John: J=1, O=7, H=5, and N=5. Add these numbers together to give a total of 18. Because 18 is larger than 9, add the two digits, so that  $1 + 8 = 9$ . Therefore, 9 is the number that represents the name John.

Each number from 1 to 9 shows a different type of personality. One is the number of a leader, who is ambitious and independent, but who might have a tendency to be bossy. Two represents a person who is supportive, but may tend to be lonely. Three is a social person who is outgoing and enjoys life. On the negative side, this number person may lack self-discipline. A person whose name equals four is practical and traditional. They work hard to get things done, but may be uncomfortable when they don't have a routine. Fives are adventurous. However, they tend to get bored easily. Six is a "happy" number. This type of person is peaceful, but they may sometimes end up feeling taken advantage of. Seven is the number for a person who is often quite spiritual, but they may be worried about not being good enough. Eight shows

a person who is good with money, but this kind of person can tend to lack empathy for other people. Nine is the number of someone who is creative, but needs to take care of small details.

Is there any truth to numerology? Although very popular, it has never been scientifically proven, and skeptics, who don't believe easily, doubt it has any validity at all. They ask, "If numerology is universally true, then how does it account for variations in the number obtained for an object or person, from translating a word between different languages?" Still, for many people, numerology remains a very entertaining way to get some insight into your personality.

- (a) Which statement is NOT true for an example of a superstition about numbers?
1. The number 4 is pronounced as "shi" in Japanese, and suggests death.
  2. The number 8 suggests lack of empathy for other people in China.
  3. The number 7 represents a person who is spiritual in numerology.
  4. The number 13 is unlucky for Westerners, and many think some bad things will occur on Friday the 13<sup>th</sup>.
- (b) Who would be the best qualified person as a leader according to numerology?
1. Taro
  2. Jiro
  3. Yuki
  4. Maki
- (c) Which job would a person whose name equals four NOT be suitable for?
1. explorer
  2. carpenter
  3. craftsman
  4. potter
- (d) Which of these statements would a skeptic be most likely to agree with?
1. A person whose name is John would make a good leader in numerology.
  2. Numerology scientifically can't be trusted and is nothing but superstition.
  3. Numerology is a good way to gain insight into someone's personality.
  4. Different languages don't require different kinds of numerology.
- (e) What is the purpose of using numerology?
1. To learn that people who speak different languages have the same idea about a number.
  2. To tell you why the magical power in the number is universally true.
  3. To be happy by changing your number into a lucky number.
  4. To gain an understanding about someone's future and personality.

6

次の英文を読み、(a)~(e)の書き出しに続くものとして〔 〕に入れるのに最もふさわしいものを1~4の中から1つずつ選び、番号で答えなさい。

The Swiss scientist Jean Piaget was the first to provide a detailed description of how a child's mind develops. He said that children's minds go through four main stages of development.

The first stage is called the "sensorimotor" stage and lasts from age 0 to age 2. "Sensorimotor" means the baby is in a world of senses (seeing, hearing, etc.) and movements. Babies first develop important movements, like drinking their mothers' milk. This act involves both the sense of taste and some movement. Later, babies use their senses and movements to learn about objects. For example, a baby recognizes that the chair it saw and touched the day before is the same chair it is seeing and touching today.

From age 2 to 7, the child is in the stage known as the "preoperational" stage. The word "preoperational" can be understood to mean something like "before one is able to think in the right way." Piaget called it "pre"-operational because he felt that the child was beginning to understand many things but still made many mistakes. Children in this stage can use language and can solve some problems, but they all make the same kind of mistakes. For example, if you pour water from a tall, skinny glass to a short, fat glass, adults know that the amount of water is the same. But a child in this stage thinks that there is more water in the first glass because it is taller.

The third stage, called the "concrete operational" stage, starts at age 7 and continues through until age 11. In this stage, children begin to understand things like the glass of water test. Also, they become better at math, and can put groups of objects into sensible orders. They can also think about things from other people's points of view.

The last stage, from age 11 and up, is the "formal operational" stage. This is when children learn to think about things in more complicated ways. In this stage, children can learn advanced math or reasoning. They also learn to think about things like love and people's values of life. According to Piaget, some people never fully reach the formal operational stage. These people stay in the concrete operational stage for their whole lives.

Piaget's stages of childhood development, first described around 80 years ago, have been discussed a lot and changed. However, they still remain very useful for scientists today.



- (a) The reading is about [                    ].
1. how to teach children before they go to school
  2. the way children think at different ages in their lives
  3. how children describe four stages of development in detail
  4. the fact that Piaget's stages of childhood development are perfect
- (b) Babies in the first stage [                    ].
1. can't identify anything they see and touch as it is
  2. like drinking their mothers' milk by experience
  3. learn about objects by using their senses and movements
  4. develop important movements earlier than a sense of taste
- (c) The preoperational stage was given that name because [                    ].
1. the child was able to recognize objects correctly
  2. the child made the same mistakes that adults did
  3. the child was able to solve some problems by using language
  4. the child was starting to understand things but not in the right way
- (d) If a child guesses the wrong answer in the "glass of water" test, [                    ].
1. it is likely that the child will become better at math
  2. Piaget would claim the child has a learning problem
  3. the child is probably still in the preoperational stage
  4. you can say the child did not learn enough in the sensorimotor stage
- (e) According to the reading, [                    ].
1. some people don't go beyond the third stage throughout their whole lives
  2. scientists are no longer influenced by Piaget's stages of development
  3. Piaget's theories have not been changed since they were first developed
  4. Piaget has mainly been describing the first stage of development for 80 years

# 【英語】

## 解答用紙(中学帰国生)

1 (a)  (b)  (c)  (d)  (e)  (f)  (g)

2 (a)  (b)  (c)

3 (a) A   B   (b) C   D   (c) E   F   (d) G   H   (e) I   J

4 (a)  (b)  (c)  (d)  (e)

5 (a)  (b)  (c)  (d)  (e)

6 (a)  (b)  (c)  (d)  (e)

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