

2013年度・学力考査問題

(高校第2回)

【英語】

注 意

1. 試験時間は50分です。
2. 答えはすべて解答用紙にはっきりと記入下さい。
3. 解答用紙のみ試験終了後あつめます。
4. 問題は10ページで①から⑦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下さい。

1

次の(a)~(e)の各組で、最も強く読む部分（母音）の発音が他の3つと異なるものを1~4の中から1つずつ選び、番号で答えなさい。

- (a) 1. equal 2. agree 3. autumn 4. police
- (b) 1. below 2. shower 3. control 4. soldier
- (c) 1. comment 2. bottom 3. promise 4. dozen
- (d) 1. include 2. imitate 3. influence 4. interest
- (e) 1. package 2. famous 3. astronaut 4. sandwich

2

次の(a)~(e)の文の[]に入れるのに最もふさわしい語をそれぞれ答えなさい。
ただし、[]に与えられた文字で始めること。

- (a) The [e] is the planet that we live on.
- (b) When we want to borrow something, we ask someone to [l] it to us.
- (c) To be [h] means to feel the need for food as a result of not having enough to eat for a long time.
- (d) In a [z], many kinds of wild animals are kept for people to see.
- (e) A [d] is a person whose job is to take care of people's teeth.

3

次の(a)～(e)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 : Have you thought what we can do this winter?

B : Well... we went to Nagano last year, but I don't know about this year. What do you think?

A : ()

1. Shall I go with you?
2. How about going abroad?
3. What do you think of Nagano?
4. Why do you think so?

(b) A : I wasn't satisfied with the movie I saw yesterday.

B : Why not?

A : () I knew how it would end from the beginning.

1. It was a real work of art.
2. It was not simple at all.
3. I could expect what would happen.
4. There wasn't too much music.

(c) A : What's the matter, John?

B : () I've just been feeling really down lately. You know, I can't sleep and I don't want to do anything.

A : Ah, maybe you're just homesick. You need to talk to someone.

1. I don't know.
2. I think everything goes well.
3. I got much better.
4. I am afraid you'll catch a cold.

(d) A : Did you hear that?

B : ()

A : No, I think it was the phone.

B : Oh, yes, you're right.

1. Did you answer it?
2. It was the ringing of the phone.
3. Yes, it sounded like the doorbell.
4. No, I couldn't hear anything.

(e) A : Since it's your first time here, before you see the doctor we'll need to get some information.

B : I see. () May I borrow this pen?

A : Certainly. Be sure to write your blood type.

B : Okay, I'll have this ready for you in just a few minutes.

1. You want me to fill in this form, right?
2. I can't remember my blood type.
3. I like to stay home and just relax.
4. You don't have to know my state of health.

4 次の(a)~(e)の日本語の意味に合うように英文をつくる時、(イ)(ロ)に入れるのに最もふさわしい語をそれぞれ答えなさい。

(a) 彼はとても疲れていたのに、その計画を実行することができなかった。

He was (イ) tired that he couldn't (ロ) out the plan.

(b) 我々は時間をつぶすためにその本屋に立ち寄った。

We dropped (イ) at the bookstore to (ロ) time.

(c) 電車の中に傘を忘れないように。

You had (イ) not leave your umbrella (ロ) in the train.

(d) 私はメアリーより3歳年下です。

I am (イ) to Mary (ロ) three years.

(e) 「二人が結婚したって？冗談でしょ。」と彼女は大声で叫んだ。

She cried (イ) a loud voice, "They got married? No (ロ)!"

5

次の(a)~(e)の1~7の語(句)を並べかえたとき、(イ)(ロ)に入れるものをそれぞれ番号で答えなさい。ただし、文頭にくる語(句)も小文字にしてあります。

(a) () (イ) () () (ロ) () () ?

- | | | | |
|-------|----------|----------------|-----------|
| 1. to | 2. costs | 3. how much | 4. abroad |
| 5. it | 6. study | 7. do you know | |

(b) Some () (イ) () () (ロ) () () to everybody.

- | | | | |
|----------|--------|----------|-----------------|
| 1. he | 2. has | 3. are | 4. the pictures |
| 5. known | 6. of | 7. drawn | |

(c) Please () (イ) () () (ロ) () () finished dinner.

- | | | | |
|----------------|----------|---------|-------|
| 1. have | 2. after | 3. with | 4. me |
| 5. my homework | 6. help | 7. you | |

(d) () () (イ) () () (ロ) () ten years.

- | | | | |
|----------------|----------------|-----------------------|---------|
| 1. be | 2. in | 3. says | 4. will |
| 5. the coldest | 6. this winter | 7. the weather report | |

(e) I () (イ) () () (ロ) () () home.

- | | | | |
|-------|---------------|-----------|--------|
| 1. by | 2. my way | 3. spoken | 4. was |
| 5. on | 6. a stranger | 7. to | |

6

次の英文を読み、設問に答えなさい。

It is difficult to find someone who jumps out of bed fully awake as soon as his or her alarm clock (イ) goes off in the morning. Some people need to eat breakfast before they start to feel awake. Others need to wash or take a shower. A *survey of people in England shows that the average adult there does not feel fully awake until 9:55 a.m. The average time to get out of bed was reported as 6:40 a.m. That means that it takes up to [□] for them to fully wake up. It also means quite a few people spend their first hour or so at work still waking up!

Of course these survey results do not explain everyone. There are people in England who wake up quickly and are at their best in the morning just like “morning people” in other countries. Scientists who study the human brain and body have done a lot of *research into what affects our sleeping habits and what happens in our bodies while we sleep. These scientists have found two systems that *regulate people’s sleep. These systems also affect how easy or how difficult it is for a person to wake up from sleep.

One system for regulating sleep is like (ハ) a clock inside our bodies. This body clock makes us sleepy or awake at certain times each day. For most adults, their body clock makes them most sleepy between 2:00-4:00 a.m. at night and between 1:00-3:00 p.m. in the afternoon. However, those sleepy times *vary a little if a person is naturally better in the morning or evening.

Age can also affect the times set by our body clock to make us sleepy or awake. Most people experience a sleep stage *delay when they are teenagers. During this stage, teenagers will feel naturally more (ニ) later at night. So it might be difficult for a teenager to fall (ホ) before 11:00 p.m. Since teenagers usually have to wake up early for school, it becomes difficult for them to get enough sleep each night. Health professionals advise that a teenager gets between 8 to 9 hours of sleep each night. When someone does not sleep well at night, the sleepiness he or she feels in the middle of the day will be much stronger. On the other hand, people who get enough sleep at night will feel less (ヘ) in the middle of the day when the clocks in their bodies signal a *peak sleepy time.

Recently, a team of *researchers from two universities reported finding a *gene which was *related to the clock in our bodies. These researchers from Korea and the United States studied a gene in *fruit flies. The researchers reported that when this sleep gene was (ト) removed from the flies, “it’s like breaking the alarm clock that usually wakes you up.”

Fruit flies without this gene slept and woke up at all times of the day, and didn't follow the normal sleep patterns of other fruit flies. The researchers believe that *variations in this kind of gene in humans may explain why some of us are morning people while others are evening people.

There is not only the "sleep clock" in our bodies but also (チ)a "sleep meter" in each of us. The sleep meter records how much sleep we get each night. This meter also helps our bodies to *balance the amount of sleep with the waking hours. Like the sleep-clock system in our bodies, the sleep-meter system may also vary from person to person. Some people seem to have a meter that tells them they need less sleep each day than others. For this reason, though health professionals advise children to sleep for 8-10 hours to have a healthy lifestyle, some people can be healthy with a bit less sleep. Others may need a bit more sleep in order to feel their best.

| | | |
|-----------------|----------------------|-----------------------|
| 【注】 survey 調査 | research 研究 | regulate ~を調整する, 調節する |
| vary 変わる, 異なる | delay 遅れ(遅くなること) | |
| peak 最高の, ピーク時の | researcher 研究者 | gene 遺伝子 |
| relate ~を関連づける | fruit flies ショウジョウバエ | |
| variations 変異 | balance ~のバランスを保つ | |

[設問]

(a) 下線部(イ)が表す意味として最もふさわしいものを次の1～4の中から1つ選び, 番号で答えなさい。

- | | |
|------------------------------|---------------------------|
| 1. makes a sudden loud sound | 2. suddenly stops working |
| 3. suddenly breaks down | 4. doesn't ring suddenly |

(b) 空所[ロ]に入れるのに最もふさわしいものを次の1～4の中から1つ選び, 番号で答えなさい。

- | | |
|--------------|----------------|
| 1. an hour | 2. three hours |
| 3. six hours | 4. nine hours |

(c) 下線部(ハ)の説明として不適切なものを次の1～4の中から1つ選び, 番号で答えなさい。

- | | |
|----------------------------|---------------------------|
| 1. It regulates our sleep. | 2. It affects our sleep. |
| 3. It may vary by age. | 4. It finds a sleep gene. |

(d) 空所(ニ), (ホ), (ヘ)に入れるのに最もふさわしい語の組み合わせを次の1～4の中から1つ選び、番号で答えなさい。

1. (ニ) awake (ホ) asleep (ヘ) sleepy
2. (ニ) asleep (ホ) awake (ヘ) sleepy
3. (ニ) sleepy (ホ) sleepy (ヘ) awake
4. (ニ) awake (ホ) asleep (ヘ) awake

(e) 下線部(ト)が表す意味として最もふさわしいものを次の1～4の中から1つ選び、番号で答えなさい。

1. turned out
2. different
3. pulled out
4. made

(f) 下線部(チ)の働きを2つ日本語で説明しなさい。

(g) 本文の内容と一致するものを次の1～8の中から3つ選び、番号で答えなさい。

1. The average adult in England starts to work after he or she fully wakes up.
2. We have two systems in our bodies that regulate our sleep.
3. Not only most adults but also teenagers feel sleepy between 2:00-4:00 a.m.
4. It is clear that all teenagers get more than 8 hours of sleep.
5. If someone doesn't sleep well, he or she gets most sleepy at midnight.
6. A sleep gene may be the key to explain why some of us are morning people and others are evening people.
7. The sleep clock in our bodies helps our bodies to stay asleep more than the sleep meter.
8. It seems that the amount of sleep to feel best is different from person to person.

7

次の英文を読み、設問に答えなさい。

One of the greatest gifts parents can give a child is a love of books. Small children who see their parents reading books will probably grow up to be (イ) themselves. This was certainly true for me.

Both my parents loved books. I have good memories of lying in bed; my mother was in the middle and I and my sister were on each side as she read us *Winnie the Pooh*. I can remember the look of happiness on her face as she read and her *frequent bursts of laughter. (ロ) The funny thing is that I was really too young to understand the story at the time and often felt that she was reading it not for us but for herself. Still, I never forgot the comfortable feelings I had in bed together as she read.

【 A 】 My father had his own one-room cottage in our backyard. I was interested in it. There were pens and pencils of all colors, paper, an old typewriter, and, of course, lots of books in the cottage. He was a professional writer, but I think he was always working on some unfinished novel out there as well. He was always reading something.

【 B 】 When I was five, I picked up a book and started “reading” it out loud to some younger kids I was playing with. They were impressed, but they didn’t know that I was only pretending to read. Even at that age, I knew reading was cool.

【 C 】 Fortunately, my elementary school and the community library also encouraged books for kids. Every week we had library day, and the whole class went to the school library together to check out books for pleasure reading. Then during vacation, the public library supported a summer reading program, and gave *certificates to kids who read a number of books. Now I realize this kind of *encouragement is very important for children.

【 D 】 When I got to college and had to choose a *major, (ハ). English majors read a lot, and I really wanted to do that. Even when I went on to *graduate school to study *literature, I was thinking more about the books I could read than about preparing for a job. But all that schooling finally led to teaching, and now my “job” is to read books with my students.

(ニ) Nothing is better than entering the world of a good book with a group of students who love reading. Last year, I was lucky to have that kind of group again. We read a play called *Crimes of the Heart* and watched the video together. It’s a story of three strange sisters who grew up in the American South. As we read, the students, all young Japanese women, were often reminded of their own sisters and brothers, and the joy and pain of *sibling

relationships. On the last day of class we gave our final impressions and one student said, "These sisters are Japanese!" Of course she was joking, but only partly. Even though the sisters come from a very different world, the students seemed to feel that *getting to know (ホ)them was like getting to know (へ)themselves and their own families better. The group also agreed that though the movie is wonderful, the book is much better because (ト)[1. characters' lives 2. deeper into 3. us 4. takes 5. the 6. it]. Those words were music to my ears.

Reading takes us to places which we could never go to alone. It also brings us back to ourselves. I've always had a love of books and thank my parents for that gift.

【注】 frequent bursts of laughter どっと吹き出す笑い certificate 認定書
encouragement 奨励 major 専攻・専攻学生 graduate school 大学院
literature 文学 sibling relationship 兄弟・姉妹関係
get to ~ ~するようになる

〔設問〕

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

1. students 2. writers 3. readers 4. actors

(b) 下線部(ロ)の内容として最もふさわしいものを次の1～4の中から1つ選び、番号で答えなさい。

1. 私は幼かったけれども読んでもらった内容は理解できたこと。
2. 母親は私たちのためというより自身のために本を読んでいる時があったこと。
3. 姉妹たちは母親が読んでいる間に心地よくベッドで寝ていたこと。
4. 父親は母親と対照的に裏庭にある小部屋で一人本を読んでいる時があったこと。

(c) 以下の英文を入れるのに最もふさわしいものを【A】～【D】の中から1つ選び、記号で答えなさい。

I couldn't wait to be able to read by myself.

- (d) 空所〔 ハ 〕に入れるのに最もふさわしいものを次の1～4の中から1つ選び、番号で答えなさい。
1. I had a hard time deciding what I could do best
 2. I was always thinking of how to make money in the future
 3. my parents asked me to be a teacher
 4. it seemed natural to pick English
- (e) 下線部(ニ)を日本語に直しなさい。
- (f) 下線部(ホ)と(ヘ)がそれぞれ指している最もふさわしい語の組み合わせを次の1～4の中から1つ選び、番号で答えなさい。
1. (ホ) the strange sisters (ヘ) the Japanese students
 2. (ホ) the students' sisters (ヘ) the Japanese students
 3. (ホ) the Japanese students (ヘ) the students' sisters
 4. (ホ) the strange sisters (ヘ) the students' sisters
- (g) 下線部(ト)が本文の内容に合う英文になるように、〔 〕内の1～6の語(句)を並べかえ、番号で答えなさい。
- (h) 本文の内容と一致するものを次の1～8の中から3つ選び、番号で答えなさい。
1. The author's father was really happy that the author made stories while she was reading.
 2. The author's parents were surprised that the author could understand the book at the age of five.
 3. The author's sister was very funny, so the author enjoyed reading the book with her.
 4. The author's father always felt lonely, and hated his job because he couldn't finish writing his novel.
 5. Children in the author's elementary school were encouraged to read books from the library.
 6. The author learned to love books and became a teacher who shared various books with her students.
 7. The author realized the importance of reading thanks to the Japanese story.
 8. The author thinks that parents should share their joy of reading with their children.

【英語】

解答用紙(高校第2回)

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

2 (a) (b) (c)

(d) (e)

3 (a) (b) (c) (d) (e)

4 (a) (b)

(c) (d)

(e)

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

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

(f) (1つめ)

Blank answer line for (f) (1つめ)

(2つめ)

Blank answer line for (2つめ)

(g)

Three small boxes for (g)

Dashed box for (g)

Small box for (g)

7

(a)

Box for (a)

(b)

Box for (b)

(c)

Box for (c)

(d)

Box for (d)

(e)

Blank answer line for (e)

(f)

Box for (f)

(g)

Five boxes for (g)

(h)

Three small boxes for (h)

Dashed box for (h)

Small box for (h)

| | | | |
|------|--|----|--|
| 受験番号 | | 氏名 | |
|------|--|----|--|

| | |
|----|--|
| 得点 | |
|----|--|