

# 2014年度・学力考査問題

【英語】

(中学帰国生)

## 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しなさい。
3. 解答用紙のみ試験終了後あつめます。
4. 問題は9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はすぐに手をあげなさい。

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) It ( ) two years since we last met.  
1. passed                    2. has passed                    3. has been                    4. is passing
- (b) You have ( ) to hand in your homework by the appointed time.  
1. never                    2. only                    3. much                    4. nothing
- (c) The storm was ( ) our town.  
1. coming                    2. arriving                    3. getting                    4. approaching
- (d) Let's start as soon as the rain ( ).  
1. stops                    2. will stop                    3. stopped                    4. had stopped
- (e) Have you made ( ) with your neighbors yet?  
1. a friend                    2. friend                    3. the friend                    4. friends
- (f) We were pleased at the news ( ) he was elected governor.  
1. about                    2. of                    3. that                    4. which
- (g) How ( ) is the population of the island?  
1. wide                    2. large                    3. many                    4. much

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 : Excuse me. I'm conducting a survey on how people spend time after work.  
Do you mind if I ask you a few questions?

B : Oh, er, OK. I'm just waiting for my friends. They're always late, so ( )

A : Thanks.

1. I do mind you asking questions.
2. I had better leave now.
3. I have no time.
4. I can give you a few minutes.

(b) A : I jumped out of bed last night when that big earthquake hit.

B : I didn't think it was that big.

A : ( ) I almost ran out of the house, wearing pajamas.

B : I know. It can be confusing when an earthquake hits while sleeping.

1. I thought I could keep calm.
2. I wasn't scared in the least.
3. I couldn't understand what was going on.
4. I knew an earthquake was coming soon.

(c) A : When do we have to turn in our homework?

B : It's due next Thursday.

A : Really? I thought it was the Thursday after next.

B : ( )

1. You could be right. Friday is the day.
2. That's right. It's the day after tomorrow.
3. No, check your homework by the Thursday after next.
4. No. The teacher's giving it back the Thursday after next.

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) 彼女はスキーをすることが一番好きだ。

She (     )(     )( A )(     )( B )(     ).

- |             |           |          |              |
|-------------|-----------|----------|--------------|
| 1. anything | 2. skiing | 3. than  | 4. something |
| 5. better   | 6. else   | 7. likes |              |

(b) 以前はその通りの向こう側に映画館があった。

(     )( C )(     )( D )(     )(     ) the street.

- |           |         |                    |          |
|-----------|---------|--------------------|----------|
| 1. was    | 2. be   | 3. to              | 4. there |
| 5. across | 6. used | 7. a movie theater |          |

(c) その状況にどう対処するべきかわからなかった。

I (     )(     )( E )(     )( F )(     ) the situation.

- |        |              |         |           |
|--------|--------------|---------|-----------|
| 1. how | 2. no        | 3. to   | 4. should |
| 5. had | 6. deal with | 7. idea |           |

(d) 私たちは彼女の新居を見つけるのにとっても苦労した。

We (     )( G )(     )( H )(     )(     ) her new house.

- |        |           |               |             |
|--------|-----------|---------------|-------------|
| 1. try | 2. find   | 3. to         | 4. a lot of |
| 5. had | 6. trying | 7. difficulty |             |

(e) 彼はあまりに誇り高いので、いかなる報酬も受け取ろうとしなかった。

(     )( I )(     )( J )(     )(     ) any reward.

- |        |              |              |          |
|--------|--------------|--------------|----------|
| 1. him | 2. too       | 3. allow     | 4. pride |
| 5. his | 6. to accept | 7. would not |          |

**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。

Bright colors stir up active feelings. For example, the color red can cause people to feel excited. In fact, red can even make a person feel hungrier. Yellow can increase energy. Therefore, a room with strong red and yellow colors would be a good place to eat a lot of food quickly. ( a ), darker colors, like blue and green, are peaceful. The color blue can help people calm down. So, a blue room can be a good place to study, since people can concentrate more easily. However, it is easier to nod off in a blue room than in a ( b ) one.

The colors of clothes can also affect feelings. Black and deep-blue clothes can produce a sense of strength and seriousness. Therefore, a person ( c ) a black suit can seem like a leader more easily than one wearing white. If a person is wearing a dark suit and a red tie, he or she may seem both powerful and energetic. Perhaps this is ( d ) many politicians and businesspeople wear dark suits with red ties. Brown and green clothes can produce a sense of confidence, which means it may seem easier to ( e ) a person wearing such colors. Therefore, many people choose to wear green or brown clothes for meetings or interviews.

Choice of color, for rooms as well as clothes, is not simply about appearance.

- (a) 1. As a result  
3. In addition

2. As a matter of fact  
4. On the other hand

- (b) 1. red

2. green

3. calm

4. good

- (c) 1. on

2. at

3. by

4. in

- (d) 1. what

2. why

3. the way

4. because

- (e) 1. despise

2. be angry with

3. trust

4. be worried about

5

次の英文を読み、本文の内容に関する(a)～(c)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。

In the United States there is a famous saying : “You are never too old to learn.” Ocie King and Gustava Burris are perfect examples. Ms. King earned her university degree at age 94. Ms. Burris received her high school degree at 97. These two women are part of a growing number of lifetime learners in the US.

Lifetime learners are people who keep on studying after they have finished their formal school years. They may be people who want to learn a new language or who want to return to high school because they did not finish when they were young. Lifetime learners are also people who take computer classes to keep up with the times or who get training in a new job skill that may help them better perform their current jobs. Almost 200,000 people in the United States take some kind of lifetime learning course, and the number keeps increasing every year.

According to a recent government study, most lifetime learners take a course related to their work. They want to learn a new skill that will help them get a better job or earn more money. The second most popular type of course is a personal interest class. These are courses related to a hobby, such as photography, music, or art. Third most popular are school degree programs, like the ones Ms. King and Ms. Burris took.

Most lifetime learners who go back to school never had the opportunity to complete their education. Some, such as Ms. Burris, had to stop school to help earn money for their families. Others, such as Ms. King, suffered an illness. Others ran out of money or had to fight in a war. The US government helps people like these. It lets them use some tax money to pay for their education costs. This means that instead of paying tax money to the government, they can keep the money and use it for studying.

In the future, lifetime learning is expected to increase even more in the United States. Today people can use computers to talk with teachers and take tests without going into a school. Most universities also have special night and weekend classes. On top of more classes available to lifetime learners, more employers are offering to pay for their employees' work-related classes. All of these things are helping to make the dreams of many Americans come true.

- (a) Which of the following is true of Ms. King and Ms. Burris?
1. What they really said turned into a saying "you are never too old to learn."
  2. They got their school degrees when they were very old.
  3. They were interested in lifetime learning courses for a hobby.
  4. They raised funds to help people who had to stop school.
- (b) Which of the following is true of people taking lifetime learning courses?
1. All the people want to study so as not to be behind the times.
  2. Lifetime learners can't work in an office where they use computers every day.
  3. More and more lifetime learners take courses for various reasons.
  4. About 200,000 people take lifetime learning courses to get a better job.
- (c) Which of the following is mentioned about a recent government study?
1. It shows three main reasons why people take lifetime learning courses.
  2. It shows the difficulty of improving lifetime learners' skills to get a new job.
  3. It shows that personal interest classes are less popular than school degree programs.
  4. It shows that one-third of the people take school degree programs these days.
- (d) Which of the following is NOT mentioned as a reason that people stopped their education when they were young?
1. Because they were in poor physical condition.
  2. Because they were suffering from a lack of money to support their families.
  3. Because they were forced to join the army.
  4. Because they were able to use tax money for lifetime learning.
- (e) What helps make lifetime learning more accessible?
1. expensive Internet service that rich people can use
  2. various classes that most universities are offering for free
  3. more computers in local libraries
  4. employers' cooperative attitudes to employees

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。

It was a case of hit-and-run. A speeding car struck and badly injured a boy on a bicycle. Instead of stopping to help, the car's driver sped away and disappeared. The police in the Canadian city of Sudbury, where the accident occurred, had very few clues. No one had seen the accident. How could they find the driver?

The car was the key. On the boy's clothing was a small bit of paint, probably from the car that hit him. Scientific analysis showed that the paint might have come from a certain model of car, a Chrysler Coronet. The police examined hundreds of Coronets, but the paint from the crime scene didn't match any of them. Finally, officers found an old car with paint that matched perfectly. Government records showed who had owned the car, and the police caught the guilty driver.

Cars are involved in many crimes. As in the Sudbury case, the car might have hit someone or something. In other cases, cars transport criminals, weapons, stolen property, or even crime victims to or from the location of a crime. Just as a criminal leaves behind fingerprints, hair, or footprints, crime cars leave signs saying, "I was here."

The signs pointing to a crime car are called "trace evidence." In addition to paint, trace evidence may be a tire track, a piece of glass, a spot of oil, a piece of metal, or even a whole part from a car. Crime scene investigators (CSIs) take pictures of the scene and carefully collect objects, hoping that something might hold an important clue.

In one case, a car full of explosives blew up under a New York City building. The explosion caused a lot of damage and destroyed most evidence that could point to the driver. Among the twisted metal and broken glass, however, CSIs found part of a car's frame. It had a vehicle identification number on it. Police records matched the number with a car owned by a car-rental company in New Jersey. The police quickly arrested the man who had rented the car.

Tire tracks can also be especially useful. Every tire has an easy-to-see tread, a pattern of lines in the rubber. Even without special equipment, police can often see this pattern in mud, on grass, or even on the surface of a hard road near a crime scene. A case in the state of Minnesota is a good example. The police tried for four years to find a criminal who had set several forest fires. Then they found an old tire track, obviously from a truck, at the edge of a burned-out forest. An officer took a picture and tried to match the tread pattern to the tires of trucks he saw around town. Finally, he found a perfect match, and the truck's owner



confessed to starting the fires.

Most trace evidence is harder to analyze. It must be sent to crime laboratories, where high-tech equipment can identify it. For example, a laboratory may analyze broken window glass from a crime scene. How does it bend light that shines into it? What chemicals is it made of? With a report from the lab, a CSI can search a computer database for car models that have the right kind of glass. Only a few models will match. The police may not have found the exact crime car, but they will know what kinds to look for.

Databases matching car models to paint, glass, or other evidence get better every year. Still, CSIs have a tough job. Millions and millions of cars have been manufactured. Many cars have been destroyed. Others are not on the streets, but parked in garages. Finding that one car used in a crime will therefore always require not just science, but also quite a bit of luck.

(a) In the Sudbury case, [                    ].

1. a car driver was also the victim of the hit-and-run
2. a bit of paint helped the police solve the crime
3. there were a few people who had seen the accident
4. the police were unable to get any evidence

(b) CSIs found the criminal in New York City because [                    ].

1. a piece of broken glass of a car led to its identity
2. an identification number matched with a car he had rented
3. a car-rental office called the police and identified him
4. they matched bits of paint to a car he had exploded

(c) The police officer in Minnesota found a perfect match [                    ].

1. by examining tread patterns at used tire shops
2. by sending the tire track to a laboratory immediately
3. by comparing a photograph of the tire track to the tires of trucks
4. by searching a computer database for both the tire track and the tires of trucks

(d) In crime laboratories, high-tech equipment [                      ].

1. isn't needed if CSIs have good databases
2. is used only to analyze pieces of glass
3. can always identify a real crime car
4. can find things that are not easy for CSIs to see

(e) CSIs [                      ].

1. will also need to be lucky though databases are getting better
2. will not have any chance to investigate unused cars
3. will not use trace evidence any longer in order to find crime cars
4. will be able to solve a crime only by using scientific investigation

# 【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	<input type="text"/>	B	<input type="text"/>
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 (b) 

C	<input type="text"/>	D	<input type="text"/>
---	----------------------	---	----------------------

 (c) 

E	<input type="text"/>	F	<input type="text"/>
---	----------------------	---	----------------------

 (d) 

G	<input type="text"/>	H	<input type="text"/>
---	----------------------	---	----------------------

 (e) 

I	<input type="text"/>	J	<input type="text"/>
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4 (a)  (b)  (c)  (d)  (e)

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

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

受験番号		氏名	
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得点	
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