

2015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下さい。

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) () a lot of books when you were a student?

- | | |
|------------------|-----------------|
| 1. Do you read | 2. Did you read |
| 3. Have you read | 4. Had you read |

(b) A new shopping mall is going to () next year.

- | | | | |
|----------|-------------|----------------|-------------|
| 1. build | 2. be built | 3. be building | 4. building |
|----------|-------------|----------------|-------------|

(c) The police officer stopped us and asked us where ().

- | | |
|-----------------|------------------|
| 1. are we going | 2. were we going |
| 3. we are going | 4. we were going |

(d) She tried to be serious, but she couldn't help ().

- | | |
|---------------------|-------------|
| 1. laughing | 2. to laugh |
| 3. that she laughed | 4. laugh |

(e) We couldn't buy anything because () of the stores were open.

- | | | | |
|--------|-----------|---------|------------|
| 1. all | 2. no one | 3. none | 4. nothing |
|--------|-----------|---------|------------|

(f) () the day went on, the weather got worse.

- | | | | |
|---------|-------|----------|----------|
| 1. When | 2. As | 3. While | 4. Since |
|---------|-------|----------|----------|

(g) Children under 16 () up half the population of the country.

- | | | | |
|---------|--------|---------|----------|
| 1. make | 2. put | 3. take | 4. bring |
|---------|--------|---------|----------|

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 : Our plane is going to leave Haneda Airport at seven o'clock. So we have to get up by six o'clock.

B : Wow, that's too early. We'll have to go to bed by eleven.

A : ()

B : No problem. Let's do it now.

1. We can't buy the ticket tonight.
2. We must take a taxi from here.
3. And we need to change trains.
4. And we need to finish packing.

(b) A : Hello. May I speak to James?

B : ()

A : May I leave a message for him?

B : Sure. I'll tell him myself.

1. This is James speaking.
2. Sorry. There's no one here by that name.
3. He is out now. He'll be back in ten minutes.
4. Who is speaking, please?

(c) A : Ritchie, you look tired. Why don't you get some rest?

B : I can't. I must finish this by the end of this week.

A : I'm afraid you are going to get sick.

B : ()

1. Is there anything I can do for you?
2. Don't worry. I'm going to take a long vacation soon.
3. You should take some medicine before you get sick.
4. You are too busy to do anything.

3

次の(a)~(e)の日本語に合うように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、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) この車はどこも故障していません。

() (イ) () () (ロ) () .

- | | | | |
|-------------|----------|----------|-------|
| 1. this car | 2. there | 3. wrong | 4. is |
| 5. nothing | 6. has | 7. with | |

(b) 彼女は父親が有名な作家であることを誇りに思っている。

She () (イ) () (ロ) () () .

- | | | | |
|----------|-----------|---------------|--------------------|
| 1. of | 2. being | 3. is | 4. a famous writer |
| 5. proud | 6. thinks | 7. her father | |

(c) 左手の一本目の通りを行けば、駅に着くでしょう。

The first street () () (イ) () (ロ) () .

- | | | | |
|----------------|----------|----------------|--------|
| 1. lead | 2. reach | 3. to | 4. you |
| 5. on the left | 6. will | 7. the station | |

(d) あなたは一週間に何回洗車するのですか。

How (イ) () () () () (ロ) in a week?

- | | | | |
|---------|---------|----------|-------------|
| 1. wash | 2. you | 3. often | 4. your car |
| 5. do | 6. many | 7. times | |

(e) 50人もの人々が、その森の中で道に迷っていた。

() (イ) () () (ロ) () in the forest.

- | | | | |
|------------|---------|----------|--------|
| 1. people | 2. as | 3. were | 4. way |
| 5. as many | 6. lost | 7. fifty | |

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。

The first cars were built in the 1890s. These cars were made (a) hand, piece by piece. The car makers—or the buyers—could ask for any details they wanted. But the cars cost a lot and took a long time to make. Henry Ford wanted to make cars people could afford. He used standardized parts and a conveyor-belt assembly line to make cars quickly. His cars cost (b) to make. Millions of people could afford them. By 1927 he had sold 15 million Model T cars.

The Model T did not have as many options as cars have today. In fact, it did not have any options at all. Each Model T was just like all the (c). All the cars were black. They were all the same size. They all had the same parts. Using the same parts kept (d) moving quickly and smoothly. This method of making the same thing over and over, quickly and cheaply, is called mass production.

Other companies started to use this process. Soon many companies were making goods quickly that people could afford. The process has (e). Now companies can customize their goods with different styles and features. Cars, furniture, dishwashers, computers, and many other products are made today on assembly lines.

- (a) 1. in 2. of 3. into 4. by
- (b) 1. less 2. more 3. fewer 4. much
- (c) 1. options 2. parts 3. others 4. details
- (d) 1. Henry Ford 2. the first cars
3. the assembly line 4. the same thing
- (e) 1. ended 2. improved 3. declined 4. vanished

5

次の英文を読み、本文の内容に関する(a)~(e)の質問の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。

He had uncombed hair, dirty clothes, and only thirty-five cents in his pocket. In Baltimore, Maryland, he got on a bus and headed straight for the restroom. He thought that if he hid in the restroom, he could ride to New York without paying. But a passenger at the back of the bus saw him. She tapped the person in front of her on the shoulder and said, "There's a *bum in the restroom. Tell the bus driver." That passenger tapped the person sitting in front of him. "Tell the bus driver there's a bum in the restroom," he said.

The message was passed from person to person until it reached the front of the bus. But somewhere along the way, the message changed. By the time it reached the bus driver, it was not "There's a *bum* in the restroom" but "There's a *bomb* in the restroom." The driver immediately pulled over to the side of the highway and radioed the police. When the police arrived, they told the passengers to get off the bus and stay far away. Then they closed the highway. That soon caused a 15-mile-long traffic jam. With the help of a dog, the police searched the bus for two hours. Of course, they found no bomb.

Two similar-sounding English words also caused trouble for a man who wanted to fly from Los Angeles to Oakland, California. His problems began at the airport in Los Angeles. He thought he heard his flight announced, so he walked to the gate, showed his ticket, and got on the plane. Twenty minutes after takeoff, the man began to worry. Oakland was north of Los Angeles, but the plane seemed to be heading west, and when he looked out his window, all he could see was ocean. "Is this plane going to Oakland?" he asked the flight attendant. The flight attendant gasped. "No," she said. "We're going to *Auckland* — Auckland, New Zealand."

Because so many English words sound similar, misunderstandings among English-speaking people are not uncommon. Not all misunderstandings result in highways being closed or passengers flying to the wrong continent. Most misunderstandings are much less serious. Every day people speaking English ask one another questions like these: "Did you say *seventy* or *seventeen*?" "Did you say that you *can* come or that you *can't*?" Similar-sounding words can be especially confusing for people who speak English as a second language.

When a Korean woman who lives in the United States arrived at work one morning, her boss asked her, "Did you get a plate?" "No ...," she answered, wondering what in the

world he meant. She worked in an office. Why did the boss ask her about a plate? All day she wondered about her boss's strange question, but she was too embarrassed to ask him about it. At five o'clock, when she was getting ready to go home, her boss said, "Please be on time tomorrow. You were fifteen minutes late this morning." "Sorry," she said. "My car wouldn't start, and..." Suddenly she stopped talking and began to smile. Now she understood. Her boss hadn't asked her, "Did you get a plate?" He had asked her, "Did you get up late?"

English is not the only language with similar-sounding words. Other languages, too, have words that can cause misunderstandings, especially for foreigners.

Bum and Bomb. *Auckland* and *Oakland*. "A plate" and "up late." When similar-sounding words cause a misunderstanding, probably the best thing to do is just laugh and learn from the mistake. Of course, sometimes it's hard to laugh. The man who traveled to Auckland instead of Oakland didn't feel like laughing. But even that misunderstanding turned out all right in the end. The airline paid for the man's hotel room and meals in New Zealand and for his flight back to California. "Oh, well," the man later said, "I always wanted to see New Zealand."

* bum : a homeless person

- (a) Which of the following is true of the situation on the bus?
1. The bus driver touched the bum's shoulder.
 2. The passenger who first noticed the bum was female.
 3. The woman on the bus pushed hard on the bum's shoulder.
 4. The bum entered the restroom after he talked to the driver.
- (b) Which of the following is mentioned as the reason that the man hid in the restroom?
1. Because he didn't want to pay for his bus ride.
 2. Because he arrived at work fifteen minutes late.
 3. Because the police closed the highway.
 4. Because the bus seemed to be heading west.

- (c) Which of the following examples is mentioned about similar-sounding English words?
1. The plane flew to another place by mistake.
 2. There are a lot of similar place names in America.
 3. The flight attendant spoke English as a second language.
 4. The passenger flew to a place he didn't expect to.
- (d) Which of the following expressions is NOT an example of a misunderstanding, according to this passage?
1. Did you get a plate?
 2. I have seventeen classes in a week.
 3. Have you come to the wrong continent?
 4. I can come earlier than usual.
- (e) Which of the following is mentioned as a reason why the passenger who went to Auckland was not unhappy?
1. Because he was treated politely by the airline.
 2. Because he liked long journeys by air.
 3. Because he was able to see the ocean.
 4. Because he hoped to go home all the time.

6

次の英文を読み、(a)~(e)の書き出しに続く[]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。

City streets are littered with all kinds of refuse. On just about every street and sidewalk one can find old newspapers, crushed cans, food wrappers, and discarded cigarettes, not to mention blobs of old chewing gum stuck on walls, street poles, and on the ground. Of all these, gum is one of the hardest things to clean up.

In its attempt to clean discarded gum off the streets and sidewalks, the authorities in London have tried everything from tools that shoot high-pressure water and steam to various kinds of chemicals that dissolve the gum. But nothing seems to work. Even though the London authorities spend over \$6 million annually on projects to remove gum, its streets are still dotted with unattractive blobs of the stuff. Or at least they were unattractive until Ben Wilson came along.

Ben Wilson is an artist on a mission. He wants to make good use of something that others have thrown away and no one else wants: old chewing gum. When Mr. Wilson finds gum on the ground, down he goes with his painting supplies and sets to work creating a work of art. He uses the discarded blobs of old gum as canvases for his mini paintings. Mr. Wilson has already painted more than 8,000 of his unusual works of art on the streets of London. After finishing a work, Mr. Wilson takes a picture of it and catalogs it for his archive.

Not all of the blobs of gum make good canvases for Mr. Wilson's work. If the discarded gum is too fresh, it will be too wet to work with. Only when the gum is old and dried up will Mr. Wilson set to work on it. First, he heats the gum using a flame from a small burner that he carries. When the top of the gum is sufficiently heated, he paints it with *lacquer in order to harden it. This makes the gum suitable for the next step: painting. Mr. Wilson uses very small brushes when he paints. One mini painting by Mr. Wilson can take anywhere from 2 hours up to several days to complete.

The images that Mr. Wilson paints on the gum he finds can be anything from an idea that pops into his head when he sees the gum to a suggestion from a friend or a person walking by as he works. Some companies and organizations have even paid Mr. Wilson to paint specific things for them, either as mini advertisements or as educational works. For example, the Royal Society of Chemistry paid Mr. Wilson to paint 118 blobs of gum, each with an image for one of the elements in the *periodic table of elements.

These days Mr. Wilson often draws a crowd while he is down on his knees creating tiny artworks on the gum. Most people are interested in his work. However, not everyone appreciates his work as art. Some people think the paintings are just drawing attention to old gum on the streets, and the police have even arrested Mr. Wilson twice for his work. They accused him of damaging public streets. In both cases, Mr. Wilson was not punished. The person who spit out the gum was the one who damaged the street and the court ruled that painting on gum that is already there is not damaging anything.

Painting all the gum on the streets of London could be a never-ending task for Ben Wilson. On a single street like High Street Barnet, it took him more than one month to paint all of the gum that he found in just three blocks. And that was working 5 days a week. On top of that, new canvases are being spit out every day on streets that Mr. Wilson has already worked on. But he does not seem worried. As he told a reporter in one interview, "I'm just going to keep painting and see where the momentum takes me."

* lacquer : a liquid that can be painted on a surface as a way to protect it

periodic table : a table that shows the chemical elements arranged in groups by their atomic numbers

- (a) The authorities in London [].
1. aren't able to clean all the gum off the streets and sidewalks
 2. are going to make gum unattractive blobs
 3. think chemicals are the best way to dissolve gum
 4. never spent much money to remove gum
- (b) Ben Wilson is an artist [].
1. who wants to make a work of art anybody hopes to see
 2. who uses stuff nobody needs and creates a work of art
 3. who creates works which are regarded as art by everyone
 4. who is never inspired by somebody else to create his works

- (c) When Ben Wilson creates a mini work of art, [].
1. he removes discarded gum with lacquer taking much time
 2. he takes a picture of discarded gum and makes a list
 3. he uses discarded gum which is old and dried up as canvases
 4. he makes discarded gum damp so he can work efficiently
- (d) Although Ben Wilson was arrested two times for his work, [].
1. the court ruled that he was doing something illegal
 2. the court ruled that he spit out the gum and damaged the street
 3. the court ruled that he was just drawing a crowd while working
 4. the court ruled that he was not guilty because he didn't damage anything
- (e) According to this passage, Ben Wilson [].
1. cleaned up all kinds of refuse on every street and sidewalk in London
 2. has been offered money to paint on the gum by some companies and organizations before
 3. has been interested in painting an image for each element in the periodic table
 4. worked every day for over a month to paint all of the gum on High Street Barnet

【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) (b) (c) (d) (e)

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

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

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

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