

2016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) I'd like to go on a picnic, but I think it () this afternoon.
- | | |
|---------------------|----------------|
| 1. has rained | 2. was raining |
| 3. is going to rain | 4. rained |
- (b) My brother () an American car, but he bought a Japanese car instead.
- | | |
|-------------------|----------------------|
| 1. is able to buy | 2. was able to buy |
| 3. can buy | 4. could have bought |
- (c) Do you think the matter needs ()?
- | | |
|----------------------|--------------------------|
| 1. discussing about | 2. to be discussed |
| 3. to have discussed | 4. having been discussed |
- (d) For moderate exercise, many people prefer swimming ().
- | | |
|----------------------------------|----------------------------------|
| 1. to more exhausting activities | 2. more than running |
| 3. better than muscle building | 4. to run or hike in hot weather |
- (e) What is the name of the woman ()?
- | | |
|----------------------------------|----------------------------------|
| 1. you borrowed her cell phone | 2. which cell phone you borrowed |
| 3. whose cell phone you borrowed | 4. her cell phone you borrowed |
- (f) I offered to help, but Jason insisted ().
- | | |
|-------------------------------|----------------------------------|
| 1. to do it by himself | 2. doing his homework by himself |
| 3. on repairing the car alone | 4. in solving the problem alone |
- (g) To be fair, Mother divided the cake ().
- | | |
|----------------------|---------------------|
| 1. to two big pieces | 2. into equal parts |
| 3. by degrees | 4. in various sizes |

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 : Don't worry about it. I think you're doing a good job.

B : ()

A : It's my pleasure. I'm glad I can help you.

1. It's a job all right.
2. You have to have the right kind of service.
3. Thanks for your support. I really appreciate it.
4. I can't believe that no one is willing to help me.

(b) A : ()

B : Sure, what is it?

A : Can you keep an eye on my bag, please? I'd like to grab a coffee.

B : Go ahead. It will be safe with me.

1. Would you like me to get some coffee?
2. Do you know where I put my bag?
3. Have you ever lost a bag at the airport?
4. Can you do me a favor?

(c) A : Hello, Jim. Is this a good time to call?

B : Oh, hi, Tom. Actually, we've just started lunch. ()

A : OK, I'll do that. Talk to you later.

1. Can you call for me before that?
2. Could you call back in an hour?
3. Can I call you back later?
4. Would you like me to call you back?

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) その問題は政府で検討中です。

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

- | | | | |
|-----------|---------------|-------------------|----------|
| 1. is | 2. into by | 3. during | 4. being |
| 5. looked | 6. the matter | 7. the government | |

(b) 台風が日本を襲う可能性は無いようだ。

() (C) () (D) () () hitting Japan.

- | | | | |
|----------|----------|-------------------|----------|
| 1. to be | 2. there | 3. the typhoon | 4. seems |
| 5. of | 6. is | 7. no possibility | |

(c) 彼らが結婚するのは当然だと思います。

I take () (E) () () (F) ().

- | | | | |
|------------|--------|----------------|------------|
| 1. married | 2. it | 3. they'll | 4. natural |
| 5. that | 6. get | 7. for granted | |

(d) 彼女は同級生全員があこがれるほどの賢い女の子だ。

She is () (G) () () (H) () classmates admire her.

- | | | | |
|---------|--------|---------------|---------|
| 1. a | 2. her | 3. so | 4. such |
| 5. that | 6. all | 7. smart girl | |

(e) この機械があれば、仕事をすぐに終わられます。

() (I) () () (J) () immediately.

- | | | | |
|---------|------------|-------------|-----------------|
| 1. you | 2. enables | 3. the work | 4. this machine |
| 5. with | 6. finish | 7. to | |

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 Flatiron Building was the first skyscraper built in New York City. It is 21 (a) high and sits at the intersection of 23rd Street and Broadway and Fifth Avenues. The three streets meet at a sharp angle, and the lot formed by the streets is a narrow (b).

In about 1900, Daniel H. Burnham designed a tall building to fit the shape of the lot. The corner of the building where the streets meet is just six feet wide. The building was one of the first to have a steel frame. The Fuller Construction Company built it and then moved its offices there, naming the building the Fuller Building. (c) its construction, people called it "Burnham's Folly." They thought its height and narrow shape would cause it to fall.

The building did not fall, and it still stands today. When it was completed, people nicknamed it the Flatiron Building. Its triangular shape made them (d) of a flatiron, a tool used to press clothes.

The steel frame of the building is covered with a limestone face. The building looks a bit like a tall wedge with (e) sections. Columns and carved flowers adorn the lowest and highest floors. The middle floors have a wavelike design. Today, many taller skyscrapers surround the Flatiron Building. Still, it is one of the most famous buildings in the city.

- (a) 1. poems 2. novels 3. stories 4. fictions
- (b) 1. circle 2. triangle 3. square 4. rectangle
- (c) 1. When 2. While 3. As 4. During
- (d) 1. think 2. to think 3. thinking 4. thought
- (e) 1. three 2. four 3. six 4. seven

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。

Paper is very useful. We write on it. We make books with it. We wrap presents in colorful paper so they look pretty. Some people can also fold it to make interesting things like birds, flowers, or small works of art. But did you know paper can also be used to make toys, clothes, and even furniture?

Paper toys are certainly not a new idea. Origami paper toys, for example, have been around for a long time. They are made by folding paper into the shape of an animal or an object for example, a box. Then there are paper dolls; these have been around for many years, too. People who do not want to make their own paper doll might want to buy one from Momot Design Studio in Korea. This company makes toy dolls that are about 13 cm tall and cost around \$3 each. Some of their *three-dimensional paper dolls are made to look like famous people or superheroes. They also come with watches, jewelry, hats, and other clothing items that people can take off and put back on the dolls.

Paper clothes are not just for dolls though. Paper can also be used to make clothes for people. In fact, dresses made from paper were quite popular in the USA during the 1960s. Although the initial interest in paper clothes quickly faded away, the idea did not die out completely. Paper continues to be used to make disposable clothes for doctors and hospital patients as well as disposable *diapers for babies.

However, nobody seemed to seriously consider paper as a fashionable material to make clothing from — until recently. Today, some fashion companies are making clothes from rice paper or traditional Asian kinds of paper. Whereas the clothes made in the 1960s were meant to be thrown away, paper clothes today can be dry cleaned and worn again and again. These paper clothes are not cheap; a woman's paper jacket made by Gru for example can cost more than \$200.

Paper is also being used to make furniture. There are companies around the world developing chairs, shelves, and cabinets from paper. The paper is formed into something that looks like a wooden board. These boards can then be cut and put together using glue to make the furniture's shape. And the paper boards are surprisingly strong! A shelf made from paper can hold up to 45 kilograms, and unlike furniture made from wood, paper furniture can easily be lifted or moved by a child.

The cost of buying shelves or cabinets made from paper boards is about the same as buying wooden shelves or cabinets that you make yourself, so the big benefit of paper furniture is not the price. Instead, the benefits are health and conservation. Most paper furniture does not include or give off bad chemicals often found in wood furniture. Paper furniture also recycles old paper, so it can help save trees, which is a great benefit for people who care about the environment.

- * three-dimensional : having length, height, and depth
- * diaper : cloth or paper underwear, usually for babies

- (a) What does Momot Design Studio sell?
1. Instructions for making origami dolls.
 2. Paper clothes and jewelry for girls.
 3. Paper boxes for gifts like dolls or jewelry.
 4. Paper dolls and items for the dolls.
- (b) Which was true about paper clothes in the 1960s?
1. They were meant to be disposable.
 2. They were never very popular.
 3. They were only for babies at that time.
 4. They were more expensive than normal clothes.
- (c) Which kind of paper clothes does the author NOT mention?
1. Babies'
 2. Doctors'
 3. Kids'
 4. Women's
- (d) Which benefit of paper furniture does the last paragraph focus on?
1. How cheap it is to buy.
 2. How healthy it is.
 3. How easy it is to move around.
 4. How strong it is.
- (e) What is the best title for the passage?
1. Kids Love Paper Toys
 2. Things Made with Paper
 3. Paper Is Not Cheap
 4. Use Paper Instead of Plastic

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。

You're rushing to work and a man ahead of you collapses on the sidewalk. Do you stop to help? In a study of bystanders, it was found that some people look away or keep on walking rather than stop and get involved.

The question of responsibility plays an important role in preventing bystanders from doing something. In one experiment conducted by Ervin Staub, a professor of psychology at the University of Massachusetts at Amherst, an adult left groups of five-year-olds and six-year-olds in a room. The adult told some children she was leaving them in charge and they should "take care" of anything that happened. She said nothing to others. After she left, the children heard what sounded like someone in trouble in another room. The idea was to see if the children were more or less likely to help after they were told they were responsible.

The six-year-olds were more likely to investigate when the grown-up gave them responsibility. The five-year-olds were not. Instead, some of them even put their fingers into their ears when they heard sounds of distress. "They were in conflict," explains Staub. "They may not have felt competent or courageous enough to go into another room, but they were made responsible. So they avoided the situation."

According to Staub, the six-year-olds were quicker to act because they were more familiar with where to go and how to get help. Since most emergencies take place in unfamiliar settings, adults often react more like five-year-olds. They feel responsible but powerless and therefore tend to deny the crisis rather than intervene.

"There is an inclination to decide that no action is needed," says Staub. "The first thoughts that pop into your mind often keep you from offering help. In order to take action, you have to work against them." Common reasons that might prevent you from helping include:

- You might think someone older or with more medical knowledge should offer assistance. *Why should I be the one to help? I'm probably not the most competent person in this crowd.*
- The fear of embarrassment is powerful; no one wants to risk looking foolish in front of others. *What if he doesn't really need my help?*
- We take social cues from the people around us — but most people tend to hold back their emotions in public. *No one else looks concerned — this must not be a problem.*

"If you spot trouble and find yourself rationalizing inaction, force yourself to stop and evaluate the situation instead of walking on," says Staub. Then try to involve other people;

you don't have to take on the entire responsibility of being helpful. "Sometimes it's just a matter of turning to the person next to you and saying, 'It looks like we should do something.' Or asking someone if an ambulance has been called and, if not, to call for one. Once you take action, most people will take their cues from you and pitch in."

- (a) If people see someone in trouble, [].
1. none of them will feel responsible and stop to help them
 2. they cannot look away and stop to help them at any time
 3. a sense of responsibility might keep some of them from helping
 4. they will volunteer to help them ignore the danger
- (b) In one experiment conducted by Ervin Staub, [].
1. an adult told all the children not to be afraid of anything that happened
 2. some children followed the instruction of the adult to avoid the situation
 3. five-year-olds went into another room because they were in trouble
 4. some of the six-year-olds did something when there was a problem
- (c) According to Staub, [].
1. adults don't want to get involved in troubles because they feel responsible but powerless
 2. five-year-olds were able to take action because they knew where to go and how to get help
 3. six-year-olds' reaction to emergencies is the same as adults' when they happen
 4. it occurs to you that you have to offer help when you face troubles
- (d) One of the reasons that might keep you from helping is [].
1. that you are not allowed to offer assistance if you don't have medical knowledge
 2. that it is not useful to take social cues from the people around us
 3. that it doesn't matter whether someone in trouble really needs help
 4. that most people are reluctant to express their emotions in front of others
- (e) According to this passage, you should [].
1. try to involve other bystanders when someone needs help
 2. leave others in charge if emergencies take place
 3. read social cues from others without deciding for yourselves
 4. wait for others to take action until an ambulance comes

【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	
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 (b)

C		D	
---	--	---	--

 (c)

E		F	
---	--	---	--

 (d)

G		H	
---	--	---	--

 (e)

I		J	
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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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