

# 2019年度・学力考查問題

(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集めます。
4. 問題は11ページで①から⑧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]・[B]の問いに答えなさい。

[A] 次の(a)~(c)の各組で、下線部の発音が他の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. social                      2. golden                      3. soldier                      4. officer
- (b) 1. feed                              2. reach                              3. ineed                              4. spread
- (c) 1. rather                              2. method                              3. feather                              4. whether

[B] 次の(a)・(b)の各組で、与えられた語の第一アクセント（第一強勢）の位置が他の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. per-haps                      2. u-nique                      3. vil-lage                      4. at-tend
- (b) 1. gen-er-a-tion                      2. ex-pe-ri-ence                      3. com-mu-ni-ty                      4. es-pe-cial-ly

**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) In some countries, [ h ] is the place believed to be the home of God which good people go to when they die.
- (b) A [ b ] is a line that divides two counties or areas.
- (c) To [ r ] a bicycle or a motorcycle is to sit on it and control it.
- (d) “What time is it now?”  
“It’s [ h ] past six.”
- (e) “Are you for or [ a ] his opinion?”  
“I support his opinion.”

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 : Do you know a good restaurant in this town?

B : The Angel Restaurant is good.

A : ( )

B : It's only three blocks.

1. What did he say?
2. How far is it from here?
3. How long does it take from here?
4. What food do you order?

(b) A : I'm sorry, but I have something to tell you.

B : ( )

A : It's difficult to say in public.

B : Let's go to my office, then.

1. No, thank you.
2. How do you say it?
3. Sorry, please don't.
4. What's the problem?

(c) A : I'm having a hard time trying to decide what to give Jane for her birthday.

B : ( )

A : Then I'll buy something else.

1. Do you have any idea?
2. I've bought her a pencil case.
3. Don't worry.
4. When is her birthday?



(d) ついに彼はその山の登頂に成功しました。

In the ( イ ), he succeeded ( ロ ) climbing the mountain.

(e) 驚いたことに、彼は私と私の姉との見分けが付きませんでした。

( イ ) my surprise, he couldn't tell me ( ロ ) my sister.

5

次の(a)~(c)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。

(a) I ( ) ( ) ( イ ) ( ) ( ロ ) ( ) ( ).

- |             |        |             |        |
|-------------|--------|-------------|--------|
| 1. math     | 2. of  | 3. subjects | 4. all |
| 5. the best | 6. the | 7. like     |        |

(b) It ( ) ( ) ( イ ) ( ) ( ) ( ロ ) ( ).

- |           |            |          |         |
|-----------|------------|----------|---------|
| 1. before | 2. won't   | 3. stops | 4. long |
| 5. be     | 6. raining | 7. it    |         |

(c) I, as ( イ ) ( ) ( ), ( ) ( ロ ) ( ) ( ) bus.

- |             |         |            |        |
|-------------|---------|------------|--------|
| 1. about    | 2. as   | 3. was     | 4. you |
| 5. the last | 6. well | 7. to miss |        |

6

次の日本語を英語に直しなさい。なお、( )内に与えられた語をそのままの形で順に用いること。

日本を訪れる人の数が以前より増えています。

( number, who, larger )

7

次の英文を読み、設問に答えなさい。

Your first contact with a meal is not with your mouth. It is with your ( イ ). Your ( イ ) send the first signal to your brain : Does this food look good to eat? Scientific studies have shown that \*vision has an important effect on how we \*respond to food, and the color of the food is a major \*factor.

How would you respond to blue chicken or black apples? You probably would not want to eat these foods. \*It is likely that in nature, these colors tell you that ( ロ ). They suggest that the food is not good to eat or might be dangerous or \*rotten. We also use color to decide whether a food is ready to eat. We look for oranges that are orange. The color means they are \*ripe. We don't eat them when they are still green. Probably, thanks to these reactions to color, humans survived in the past.

Today we still respond to the color of food. Usually, we refuse blue and purple food. Red and yellow, \*in contrast, may even increase our \*appetite, according to research studies. Experience has also given us (ハ) [ 1. look 2. clear \*expectations 3. food 4. should 5. about 6. how ]. Sometimes our reaction to color is more powerful than our sense of taste. For example, in one experiment, people drank \*flavored drinks of different colors. When a lemon-flavored drink was red, people did not taste lemon. They said that the flavor was cherry – a red fruit. In another experiment, scientists served people blue steak and green potatoes. However, with special lights, the food looked normal. Everyone was enjoying the meal. Then the special lights were turned off and the strange colors of the food appeared. Suddenly, everyone stopped eating. No one was hungry anymore, and some people even became sick.

We also respond to the \*strength of a color. For example, people think that drinks that are a darker color are sweeter or stronger in flavor. One study showed that the same cheese got very different reactions when the colors were different. If the cheese was very light yellow or white, people found it \*tasteless. In contrast, if it was a dark yellow or orange, they said it had ( ニ ) flavor.

Businesses that produce and serve food know about the power of color. A lot of the food we eat has \*coloring to make it more \*attractive. For example, without coloring, much of the meat in stores may not seem fresh. As a result, in some countries, producers add red color to meat, or they put it under red lights. (ホ) Even the color of plates makes a difference in our opinions. In a study of restaurant food, customers said the same food tasted better on

white plates than on black plates.

Although it is likely that the connection between color and taste goes back thousands, or perhaps millions, of years, (へ) it remains an important part of our modern world. It continues to influence decisions in the food industry and in our kitchens.

【注】 vision 視覚	respond 反応する	factor 要素
It is likely that ～～しそうである		rotten 腐った
ripe 熟した	in contrast 対照的に	appetite 食欲
expectation 期待	flavored 風味のついた	strength 強さ
tasteless 味がない	coloring 着色	attractive 魅力的な

[設問]

(a) 空所(イ)に共通して入る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. heads                      2. teeth                      3. hands                      4. eyes

(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. you will eat something delicious  
2. you should stay away  
3. you should wait until they are ripe  
4. you will be given bad luck

(c) 下線部(ハ)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。

(d) 空所(ニ)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. the weak                      2. the same                      3. much more                      4. much less

(e) 下線部(ホ)の本文中の具体例を30字以上40字以内の日本語で答えなさい。  
ただし、句読点も1字に数えます。

(f) 下線部(へ)を it の内容を明らかにして日本語に直しなさい。

(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 taste of food is more important than its look.
2. We have to look for oranges that are orange, because they are sold at a lower price in the stores than yellow ones.
3. Looking at the color of the food probably helped people in the past to survive.
4. If people see a red-colored drink, they are sure to find it dangerous to have.
5. In one experiment, some people who ate the strange-colored food lost their appetite and became sick.
6. People tend to feel light-colored food is healthier because it has less salt.
7. In every country, food producers put food under red lights because it becomes more delicious.
8. The food industry thinks that color is an important factor.

8

次の英文を読み、設問に答えなさい。

Ms. Parker taught ( イ ) grade at an \*elementary school. She loved teaching, and she loved her students. She loved them all \*except for one : little Ben Haywood. Ben sat at the back of the class. He sat low in his chair. He \*rarely \*turned in his homework and got very ( ロ ) grades on his tests.

On the last day of school before the Christmas holiday, the students brought in gifts for each other. Nobody brought anything for Ben. While the kids were giving their gifts to each other, Ben walked up to the front of the class with a package in his hands. It was wrapped in brown paper. He gave the package to Ms. Parker. Everyone was surprised, especially Ms. Parker! She opened the package slowly. She wasn't sure what to expect. She found a cheap \*bracelet with \*fake stones and an old bottle of \*perfume inside the package. Only a small amount of perfume was left in the bottle. The other kids laughed loudly at the gift. Ms. Parker told the students ( ハ ) not to. She put the bracelet on and \*sprayed some of the perfume on her \*wrist.

"It's lovely, Ben, thank you very much," she said. Ben went back to his seat. He sat down and put his head down on the desk.

All through the Christmas holiday, Ms. Parker continued to think about the gift from Ben. She said to herself, "Why did Ben do ( ニ ) such a thing? He has never done anything like it before." She decided to find out more about him. She looked through the student files, and found comments from his \*previous teachers inside Ben's file.

"A very smart boy. He pays attention during class and enjoys class activities," was the comment from his first grade teacher.

"( A ) He is friendly with other students and plays an important role during group activities," his second grade teacher said.

"He turns in his homework on time. ( B ) Mother is in the hospital for cancer," said his third grade teacher.

"He shows no interest in class. ( C ) Mother passed away from cancer. The father doesn't show much interest in the boy," said his fourth grade teacher.

Ms. Parker put the files away. She thought, "I've never imagined Ben's feelings. I've always had so much fun teaching the other students. I haven't paid enough attention to Ben." When school started again, Ms. Parker made more effort to work with Ben. She paid

more attention to him during class. She stayed after school with him to help him with his homework. The more she worked with Ben, the more interested he became in class. He started paying attention and turning in his homework on time. By the end of the school year, he was one of her best students.

One year later, (ホ) [ 1. door 2. there 3. note 4. the 5. a 6. under 7. was ] of Ms. Parker's classroom. It was from Ben. In the note it said, "Ms. Parker is the best teacher that I have ever had." Six years after that, Ms. Parker got another note from Ben. In the note it said, "I've just graduated from high school. Through all my years of school, Ms. Parker is still the best teacher I have ever had."

Four years after that she got another letter from Ben. In his letter, he said, "I've just graduated from college. College was very difficult and several times I wanted to \*quit, but I kept going." He also said, "Though I had many very good professors, you are still the best teacher I have ever had."

That wasn't the last letter that Ms. Parker received from Ben. Another letter came several years later. This letter was different from all the previous ones. It was an \*invitation to his wedding. Ben asked her whether she would play the part of his mother in the ceremony. Of course, Ms. Parker went to the wedding. She wore that bracelet and perfume given by Ben. Even after all those years, Ms. Parker still kept them.

Before the wedding, Ben said to Ms. Parker, "You're wearing my mother's bracelet and perfume." He hugged her and said :

"Thank you for believing in me. Thank you so much for making me important and showing me that I could make a difference."

Tears began to fall from Ms. Parker's eyes.

"No, Ben, you've got it all wrong," she said. "You were the one who showed me that [      へ      ]. I didn't know how to teach until I met you."

【注】 elementary school (6年制の) 小学校	except for ～～を除いて
rarely めったに～ない	turn in ～～を提出する
bracelet ブレスレット (装飾品)	fake にせの
perfume 香水	spray ～～を吹きかける
wrist 手首	previous 以前の
quit ～をやめる	invitation 招待 (状)

〔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. fifth                      2. sixth                      3. seventh                      4. eleventh

(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. real                      2. poor                      3. well                      4. false

(c) 下線部(ハ)の後に省略されている語句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. open the package                      2. bring anything  
3. give gifts                      4. laugh at the gift

(d) 下線部(ニ)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. クラスメートとプレゼントを交換したこと。
2. 期限までに宿題を提出することができたこと。
3. パーカー先生にプレゼントを渡したこと。
4. 勝手に教室から出て行ってしまったこと。

(e) 空所( A )～( C )に入れる英文として最もふさわしいものを次の1～3の中から1つずつ選び、番号で答えなさい。

1. He doesn't turn in his homework. He does not take part in class activities.
2. He scores well on tests. He doesn't take part in class much and stays quiet.
3. A hard worker. He always puts more effort into his work.

(f) 下線部(ホ)が本文の内容に合う英文になるように、[            ]内の1～7の語を並べかえ、番号で答えなさい。

(g) 空所〔 へ 〕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. you are one of the bad students
2. I could make a difference
3. you were not right and I was right
4. I was not your mother, but your teacher

(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. Ben exchanged his present for Ms. Parker's present before the Christmas holiday.
2. As Ms. Parker made more effort to stay with Ben after school, he became more and more interested in class.
3. Ben got letters from Ms. Parker several times and he wrote letters to her four times.
4. The college that Ben went to was too difficult for him to graduate from.
5. Ben really wanted to marry a woman like his mother or Ms. Parker.
6. For any students, Ms. Parker was not only their best teacher, but also their mother.
7. Ms. Parker decided to take part in Ben's wedding in place of his mother.
8. Ben's mother used the bracelet and perfume before he gave them to Ms. Parker.

# 【英語】

## 解答用紙(高校第2回)

1 [A] (a)  (b)  (c)  [B] (a)  (b)

2 (a)  (b)  (c)

(d)  (e)

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

4 (a)   (b)

□

(c)   (d)

□

(e)

□

5 (a)   (b)   (c)

□

□

□

□

□

□

□

6
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7 (a)  (b)  (c)  (d)

