

2020年度・学力考查問題

(高校第1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ください。
3. 解答用紙のみ試験終了後集めます。
4. 問題は13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ください。
5. 記述問題において句読点と数字は1字扱いとします。

1

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) You can [b] these books from the library for a week.
- (b) Most scientists agree that CO₂ influences [g] warming.
- (c) To [d] something is to make pictures with a pencil, pen or chalk.
- (d) I think you need to see a [d] about the pain in your leg.
- (e) In Japan we have to take off our [s] when we enter a house.

2

次の(a)～(e)の文で、()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) I introduced a friend of () to Bob at the party yesterday.

1. I 2. my 3. me 4. mine

(b) Suddenly everybody stopped () and there was silence.

1. talking 2. talk 3. to talk 4. they talked

(c) A new convenience store is going to () next month.

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

(d) I had () for breakfast.

1. a piece of cheeses 2. many cheese
3. two pieces of cheese 4. a lot of cheeses

(e) Mary looked () her little sisters while her mother was out.

1. like 2. after 3. out 4. up

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 : Excuse me. Are you busy now?

B : ()

A : Thank you. I would like to ask you some questions.

B : Sure. Go ahead.

1. Yes. Can you come back later?
2. No. Come in.
3. Sorry, but I have a lot of things to do.
4. You must know how busy I am.

(b) A : Hello, this is the Asao Hotel. May I help you?

B : I'd like to stay at your hotel tonight.

A : What kind of room are you looking for?

B : ()

1. I hear your hotel is nice.
2. I'd like to stay in the city center.
3. I'm looking for a job at your hotel.
4. I'd like a single room with a bath.

(c) A : Why don't we go for a drive?

B : ()

A : Well, what would you like to do?

B : Nothing. I'm just going to stay home.

1. I don't feel like it today.
2. Because I have to visit a friend.
3. I don't want to do my homework.
4. We had better start right now.

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) 彼女は平和を求めて、その曲に合わせて踊りました。

She danced (イ) the music to call (ロ) peace.

(b) 18歳未満の人には選挙権がありません。

People (イ) the age of 18 don't have the (ロ) to vote.

(c) 彼は見かけほど年をとっていません。

He (イ) not as old as he (ロ).

(d) 朝一番でこの手紙を出していただけますか。

Would you (イ) mailing this letter (ロ) thing in the morning?

(e) どうぞおくつろぎになって、テーブルのものを自由にとって食べてください。

Please (イ) yourself at home and (ロ) yourself to anything on the table.

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。ただし、文頭にくる語(句)も小文字にしてあります。

(a) Hiroshi is () () (イ) () (ロ) () () school.

- | | | | |
|----------|-----------|-------------|-------|
| 1. which | 2. about | 3. club | 4. at |
| 5. to | 6. choose | 7. thinking | |

(b) () (イ) () () () (ロ) ()?

- | | | | |
|----------|--------|--------|--------|
| 1. think | 2. she | 3. do | 4. old |
| 5. is | 6. you | 7. how | |

(c) () () (イ) () () () (ロ).

- | | | | |
|----------|-------------|--------|---------|
| 1. clean | 2. the room | 3. you | 4. want |
| 5. keep | 6. to | 7. I | |

6

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

彼女はその試合に参加するのを楽しみにしています。

(is / forward / part)

7

次の英文を読み、設問に答えなさい。

Often children who are successful in school come from rich and middle-class homes while children who are less successful grow up in *poverty. *Educators are trying to close this (イ) gap, but for a long time researchers weren't able to find the reasons for the difference. Did rich parents have better *genes? Did they value education more? Was it that rich parents bought more books and educational toys for their children? Was it because (ロ) they were more likely to stay married than poor parents? Or was it that rich children ate healthier food? (ハ) Moved less often? Watched less TV? Got more sleep? Without being able to (ニ) the important *factors and remove the unimportant ones, there was no way to begin to close the gap.

The first researchers to find a *specific answer were Betty Hart and Todd R. Risley, child psychologists at the University of Kansas. In 1995 they published the results of a research project on *language acquisition. Ten years earlier, they started visiting 42 families with newborn babies in Kansas City, and for the following three years they visited each family once a month, and recorded everything that occurred between the child and the parent or parents. The researchers then made a written record of each visit and examined each child's language development and each parent's communication style. They found, first, that *vocabulary growth was (ホ) among social classes, and that the gap between the classes opened (ヘ). By age 3, children coming from *professional homes had vocabularies of about 1,100 words, and children coming from *welfare homes had vocabularies of about 525 words.

When Hart and Risley asked what caused that difference, the answer they found was very surprising. They compared the vocabulary scores with their *observations of each child's home life. They found that the size of each child's vocabulary was closely related to (ト) [1. the child 2. words 3. spoke 4. of 5. the parents 6. the number 7. to]. In the professional homes, parents spoke to their children an average of 487 times each hour. In welfare homes, the average was 178 times per hour.

Also, (チ) the kinds of words and *statements that children heard *varied by class. The most basic difference was in the number of "discouragements" and "encouragements" a child heard. Discouragements are *negative comments such as "don't do this," "don't do that," and "shut up." Encouragements are words of praise and *approval. By age 3, the average child of a professional heard about 500,000 encouragements and 80,000 discouragements. For the welfare children, the situation was the opposite: they heard, on average, about 75,000

encouragements and 200,000 discouragements. Hart and Risley found that parents who spoke more to their children used more difficult language. Parents talked about the past and future, feelings, *abstract ideas, how one thing causes another — all of them *contributed to mental development.

【注】	poverty 貧困	educator 教育学者	gene 遺伝子
	factor 要因	specific 明確な	language acquisition 言語習得
	vocabulary 語い	professional 知的専門職の人(の)	
	welfare 生活保護を受けている		observation 観察
	statement 発言	vary 様々である	negative 否定的な
	approval 承認	abstract 抽象的な	contribute to ～に影響する

[設問]

- (a) 下線部(イ)と同じ意味で使われている語を同じ段落から1語で抜き出して答えなさい。
- (b) 下線部(ロ)の内容を説明した文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. 裕福な家庭では、貧しい家庭よりも子どもが早く結婚する傾向にある。
 2. 裕福な家庭の子どもは、貧しい家庭の子どもよりも結婚願望が強い。
 3. 裕福な家庭では、貧しい家庭よりも離婚率が低い傾向にある。
 4. 裕福な家庭の母親は、貧しい家庭よりも専業主婦である割合が高い。
- (c) 下線部(ハ)より推測できること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. Poor families change their homes more often than rich families.
 2. Rich families tend to travel by train or bus, not in their own car.
 3. Rich people don't get angry so often and usually keep calm.
 4. Poor children don't express their feelings as well as rich children.

(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. ask 2. discover 3. invite 4. create

(e) 空所(ホ)(ヘ)に入る組み合わせとして、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. (ホ)the same (ヘ)early 2. (ホ)very different (ヘ)again
3. (ホ)the same (ヘ)again 4. (ホ)very different (ヘ)early

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

(g) 以下は下線部(チ)の内容を説明した文です。空所(A)～(D)に入れるのに、最もふさわしいものを1～8の中から1つずつ選び、番号で答えなさい。

「調査によると、裕福な家庭では親が子どもに対して(A)言葉よりも(B)言葉を使うことが多いのに対し、貧しい家庭では結果は(C)ものとなった。子どもにたくさん話しかける家庭では、時間、感情、因果関係といった(D)言葉を使うことが多く、それが子どもの知能の発達に役立っている。」

1. 未来の 2. 過去の 3. 平易な 4. 難解な
5. 肯定的な 6. 否定的な 7. 同じ内容の 8. 逆の内容の

(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. Children who grow up in poor families tend to be less successful in school.
2. According to the research, one of the main reasons some children have poor vocabulary is that their parents don't have good genes.
3. Hart and Risley found children who were successful in school watched less TV.
4. The research done by Hart and Risley shows that the number of books children read influences their mental development.
5. Hart and Risley finished collecting the data about the families with newborn babies in 1988.

6. Hart and Risley found social classes depended on vocabulary growth in childhood.
7. One of the ways Hart and Risley chose for their research was studying parents talking with their children.
8. Children who can understand abstract ideas always belong to rich families.

8

次の英文を読み、設問に答えなさい。

In 1971 when Larry Stewart was 22 years old, he lost his job. For weeks he drove from city to city and looked for [A]. He found nothing. In a small town in Mississippi, his car *ran out of gas and he ran out of money. He couldn't pay for a hotel room, so he slept in his car. He had no money to buy food, so he got really (イ). For two days, he ate nothing at all.

Early in the morning, Larry went to a small restaurant. Only one man was working there; he was the restaurant's owner. Larry ate a big breakfast. When the owner gave him the *bill, Larry *reached into his back pocket. "Oh, no!" he said. "I lost my wallet!" Of course (ロ) that wasn't true; Larry's wallet was in his car, but there was no money in it.

The owner *bent down and reached under Larry's table. When he stood up, he had a \$20 bill in his hand. "I think you dropped this," he said. He put the money in Larry's hand. "Yes, I think I (ハ) did," Larry said. He paid for his breakfast, then pushed his car to a gas station and filled the tank.

Larry decided to drive to Kansas City, Missouri, because he had a cousin there. "Maybe my cousin can help me to find work," Larry thought. On the way to Kansas City, Larry thought about the restaurant owner. "He didn't really find that \$20 under my table," Larry decided. "He gave me his money."

In Kansas City, Larry found a job. Later he started a cable TV business, and it was a [B]. Nine years after he arrived in Kansas City, Larry was a rich man.

One day Larry went to a restaurant in Kansas City and ordered a hamburger for lunch. (ニ) [1. tired 2. order 3. the waitress 4. his 5. took 6. who 7. looked] and sad. Larry thought back to 1971, *when he was tired, hungry, and out of work. He thought about the small restaurant in Mississippi and the owner. When the waitress brought the bill, Larry gave her \$20. "Keep the [C]," he told her. The waitress started to cry. "Thank you, sir," she said. "Thank you very much."

When Larry left the restaurant, he went to his bank and got some \$100 bills. All day he walked around Kansas City with the money. When he saw people who looked sad or poor, he gave them a \$100 bill. At the end of the day, he felt wonderful.

Larry had a new hobby : . Sometimes he gave \$100 bills to people on the street. Sometimes he went to fast-food restaurants or *laundromats and gave money to people there. He returned to the restaurant in Mississippi and gave the owner an envelope

with \$10,000 in it. When the man opened the envelope, he tried to hand it back. "No, sir," Larry told him. "I came to pay you back." *Altogether, Larry gave away more than one million dollars.

"We are here on earth to help one another," Larry said. "Help the people who helped you. Help others, too. Don't just pay it back. (へ) Pay it forward."

【注】 run out of ~を使い果たす bill 請求書・紙幣 reach 手を伸ばす
bend down かがむ when その当時 laundromat コインランドリー
altogether 全部で

[設問]

(a) 空所[A]～[C]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. [A] change | [B] work | [C] success |
| 2. [A] work | [B] success | [C] change |
| 3. [A] success | [B] work | [C] change |
| 4. [A] work | [B] change | [C] success |

(b) 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. busy | 2. sleepy | 3. poor | 4. hungry |
|---------|-----------|---------|-----------|

(c) 下線部(ロ)が示す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. お腹いっぱい朝食を食べたこと。
2. ポケットの中に手を入れたこと。
3. 自分の財布を無くしたこと。
4. 財布を車の中に忘れたこと。

(d) 下線部(ハ)の内容を10字以上20字以内の日本語で具体的に答えなさい。

(e) 下線部(ニ)が本文の英文の内容に合う英文になるように、{ }内の1～7の語(句)を並べかえ、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。

(f) 空所[ホ]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. giving money away
2. meeting new people
3. eating at restaurants
4. putting money in a bank

(g) 下線部(へ)が示す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. 見返りを期待しなさい。
2. 借金はできるだけ早く返しなさい。
3. 受けた恩を他の人にも分け与えなさい。
4. 人生を前向きに生きていきなさい。

(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. When Larry was young, he used up all his money, so he lost his job.
2. Larry had to sleep in his car because there was no hotel in the small town in Mississippi.
3. Larry paid for his breakfast and gas with the money given to him by the restaurant owner.
4. Larry drove to Kansas City to see his cousin who worked at a cable TV company.
5. In Kansas City, Larry's cable TV business made him rich.
6. Larry became so rich that he began to run a restaurant and a bank.
7. Finally Larry paid more than one million dollars to the restaurant owner.
8. Larry discovered an important thing in life, thanks to the restaurant owner.

【英語】

解答用紙 (高校第 1 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)

6
