

2021年度・学力考査問題

(高校帰国生)

【英語】

注 意

1. 試験時間は60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7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

リスニング問題

Part A (a)～(c)の会話を聞き、それぞれの会話に続く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。英文は2回読まれます。

- (a) 1. No one has a car. 2. The trains are too far away.
3. Driving carefully takes too long. 4. It's hard to find a parking space.
- (b) 1. She wants to buy men's shoes for her husband.
2. She wants to buy women's shoes instead of men's.
3. She wants to have men's shoes mended.
4. She wants to use the elevator to go down stairs.
- (c) 1. She thinks they're easy to learn.
2. She believes they offer much opportunity to learn.
3. She knows a little about them.
4. She thinks it's difficult to understand them.

Part B 読み上げられる英文を聞き、(a), (b)が内容と一致するよう、それぞれの()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。英文は2回読まれます。

- (a) In 1849, ().
1. Blackwell went to New York City for the first time
2. a medical school in New York allowed women to learn there
3. Blackwell graduated from Geneva Medical College
4. Blackwell immigrated to London to learn more about medicine
- (b) The main idea of the paragraph is that ().
1. Blackwell started her own infirmary in the United States
2. Blackwell is a role model for women trying to overcome barriers
3. Blackwell is the first woman to overcome difficulties in England
4. Blackwell was such a hard worker that she graduated at the top of her class

2

Write an essay of about 50 English words for each of the following subjects.

- (a) What will you be doing in 2030?

- (b) Do you think it is good for students to listen to music while studying? Explain why.

～下書き～

3

次の(a)~(j)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) Learning English is a () of improving one's career prospects.
1. means 2. ways 3. kinds 4. methods
- (b) I () her to catch the first train.
1. suggested 2. hoped 3. advised 4. proposed
- (c) I had a special experience () my stay in France.
1. while 2. during 3. when 4. between
- (d) He came all the way to my office to discuss () with me.
1. the plan 2. over the plan 3. about the plan 4. as to the plan
- (e) Our hens () a lot of eggs yesterday.
1. lied 2. lay 3. lain 4. laid
- (f) The two brothers are so () that I can't tell which is which.
1. like 2. alike 3. likely 4. liking
- (g) It is () of you to lend him your money.
1. true 2. natural 3. stupid 4. necessary
- (h) You look so tired. A week in Hawaii will () you good.
1. take 2. feel 3. do 4. turn
- (i) Give me something () my son can cut the bread.
1. that 2. with which 3. for 4. with it
- (j) You will soon () in the country.
1. be got to live 2. be used to live 3. get to living 4. get used to living

4

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、文頭に来る語(句)も小文字にしてあります。

(a) あなたが尊敬できる人は誰ですか。

Who () (イ) () () () (ロ) () to?

- | | | | |
|---------|--------|-------|-------|
| 1. that | 2. can | 3. up | 4. is |
| 5. look | 6. you | 7. it | |

(b) どんなに遅く起きても朝食はとりなさい。

Have breakfast (イ) () () (ロ) () () () .

- | | | | |
|--------|---------|--------|-----------|
| 1. no | 2. late | 3. up | 4. matter |
| 5. get | 6. you | 7. how | |

(c) 彼は、私たちの誰もが聞いたことのない名前の会社に勤めています。

He works for () (イ) () () (ロ) () () .

- | | | | |
|-------------|--------------|------------|-------|
| 1. heard of | 2. whose | 3. none of | 4. us |
| 5. has | 6. a company | 7. name | |

(d) 一人暮らしがどのようなものか想像できますか。

Can you () () (イ) () () (ロ) () alone?

- | | | | |
|---------|------------|-------|---------|
| 1. what | 2. imagine | 3. it | 4. like |
| 5. live | 6. is | 7. to | |

(e) テレビのニュースを見ているおかげで世界の出来事が分かります。

() () () (イ) () (ロ) () .

- | | | | |
|-------------|-----------------|----------|-------|
| 1. the news | 2. world events | 3. me | 4. of |
| 5. informed | 6. keeps | 7. on TV | |

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。

Do you think you're smarter than (A)? According to James Flynn, a professor at a New Zealand university, you might be. Over the course of the last century, IQ test scores of people in some countries have gotten increasingly better — on average, three points better for every decade that has passed. This trend of improving scores is known as “the Flynn effect,” and scientists want to know what is behind it.

IQ tests and other similar tests are designed to measure general intelligence rather than knowledge. Flynn knew that intelligence is partly inherited from our parents and partly the result of our environment and experiences, but the improvement in test scores was happening too quickly to be explained by (B). So what happened in the 20th century that led to higher test scores?

Scientists have proposed several explanations for the Flynn effect. Some suggest that the improved test scores simply reflect an increased exposure to tests in general. Because we take so many tests, we learn test-taking techniques that help us perform better. Others have pointed to better nutrition, which results in babies being born larger, healthier, and with more brain development than in the past. Another possible explanation is a change in educational styles — children are encouraged to discover things for themselves rather than just memorizing information. This could prepare people to do the kind of problem-solving that intelligence tests require.

Flynn himself suggested that learning new technologies may have improved people's problem-solving skills. This may be true for the first decade of his tests, when IQ scores in many countries increased. However, in recent years, IQ test scores in some countries have begun to decline. Data from Norway, the Netherlands, Australia, and Great Britain have shown that as these countries become more and more modern, IQ scores have begun to drop.

While scientists aren't sure what's causing this decline, they think technology is dramatically changing the way that we learn and get information. For example, people are now able to access all kinds of information very easily using online resources like Google or Wikipedia. The danger is when they start to rely too much on these resources of information, and not do any thinking for themselves. Lifestyle changes that come with modern technology may also have a negative effect on intelligence, such as video games and television making people less social. So while the world may have gotten smarter over the 20th century, improving technology and changing lifestyles may soon (C) that trend.

- (a) Which of the following fits in blank (A)?
1. you used to be
 2. any other animal
 3. your parents and grandparents
 4. artificial intelligence (AI)
- (b) The Flynn effect ().
1. was reported by a professor to describe how people can control their IQ test results
 2. explains that people's intelligence may not only be developed but also ruined depending on their environment
 3. is one of the educational methods that helps parents make their children smarter and happier
 4. is a phenomenon observed during the 20th century which shows an increase in IQ test scores
- (c) Which of the following fits in blank (B)?
1. teaching materials
 2. heredity
 3. health conditions
 4. living standards
- (d) Which of the following is NOT mentioned in the passage?
1. Babies born with a larger brain tend to be more intelligent.
 2. Improving problem-solving skills may be useful in getting high scores in IQ tests.
 3. Technological development can prevent people from becoming intelligent.
 4. Video games are thought to be one of the causes of people losing their social skills.
- (e) Which of the following fits in blank (C)?
1. boost
 2. follow
 3. reverse
 4. spread

6

次の(a)(b)の英文を読み、下線部を日本語に直しなさい。

- (a) The oceans join around the world, so, for example, garbage thrown in the Sea of Japan can be carried by currents to eventually have an influence on ocean ecosystem far, far away, which is often the case. Walking along the seashore on Miyake Jima, you can sometimes find garbage from overseas. It just drifts ashore. Observing the ocean lets you form an image of the global level of garbage and environmental problems, and this is what I want to teach the children.
- (b) What would you do to earn money if all you had was five dollars and two hours? This is the assignment I gave students in one of my classes at Stanford University. How did they approach? They unlocked their creativity to identify problems in their midst — problems they experienced or noticed others experiencing — problems they might have seen before but have never thought to solve. These problems were nagging but not necessarily at the forefront of anyone's mind.

1 Part A (a) (b) (c) Part B (a) (b)

2 (a)

※短縮形は1語と数えます。符号(, / ' / .)は1語と数えません。

() words

(b)

※短縮形は1語と数えます。符号(, / ' / .)は1語と数えません。

() words

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

(f) (g) (h) (i) (j)

4	(a) 1	□	(b) 1	□	(c) 1	□
---	-------	---	-------	---	-------	---

(d) 1	□	(e) 1	□
-------	---	-------	---

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

6	(a)
---	-----

(a)	
(b)	

(b)

(b)	
(c)	

受験番号					氏名	
------	--	--	--	--	----	--

得点	
----	--