

2022年度・学力考査問題

(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ください。
3. 解答用紙のみ試験終了後集めます。
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にはすぐに手をあげください。

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've decided to () my life to taking care of aged people, so I'm studying hard to enter nursing school.
1. protect 2. devote 3. save 4. produce
- (b) To draw the students' attention, the teacher misspelled a word on the blackboard (), but few of them noticed it.
1. at worst 2. in return 3. on purpose 4. in a sense
- (c) It looks like rain. Take an umbrella with you in case it ().
1. rains 2. will rain 3. is raining 4. rained
- (d) When it comes to tennis, no other boy can () Bill. He has never lost a match to anyone in this town.
1. win 2. lose 3. beat 4. succeed
- (e) Yumi has lived in England for ten years, so she has a fine () of English.
1. result 2. contribution 3. reputation 4. command
- (f) I want to () someone who will make me happy.
1. marry 2. marry with 3. marry to 4. be married with
- (g) The play was so popular that the theater was almost full. There were () seats left, however.
1. many 2. much 3. a few 4. a little

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 : The travel agency hasn't sent us our tickets yet.

B : ()

A : I hope she won't forget to bring them with her to the airport.

1. You should go there and get them.
2. Linda already picked them up for us.
3. Susan wanted us to send her ticket back.
4. Lucy will take us to the travel agency tomorrow.

(b) A : Do you have a part-time job this year?

B : ()

A : Really? What for? Are you planning something special?

B : I am. I'm going to New York next August.

1. No, I don't have to.
2. Everybody does. You do too, right?
3. I'd like to, but I'm planning something special now.
4. Yes. I've got two actually. I need the money.

(c) A : Do you have anything to write with?

B : ()

A : Sure. Thank you.

1. Will this pen do?
2. Will you describe this pen?
3. Any pen will do.
4. Yes, I'm going to write a letter to you.

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) 明日の天気はどうでしょう。

(A) () () () (B) () tomorrow?

- | | | | |
|---------|---------|------------|---------|
| 1. will | 2. like | 3. weather | 4. what |
| 5. how | 6. be | 7. the | |

(b) 彼はまさに私が探し求めていた人だ。

He is () (C) () () (D) () meet.

- | | | | |
|-----------|--------|------------|-------------|
| 1. I | 2. to | 3. looked | 4. the very |
| 5. person | 6. was | 7. anxious | |

(c) 新しい案を思いついたら教えてください。

Let me have your idea when you () () (E) () () (F).

- | | | | |
|----------|---------|---------|--------|
| 1. up | 2. with | 3. come | 4. new |
| 5. think | 6. one | 7. a | |

(d) あなたは他人を頼るべきではなかった。

() () (G) () (H) ().

- | | | | |
|---------|----------|-------------|--------|
| 1. to | 2. ought | 3. helped | 4. not |
| 5. have | 6. you | 7. yourself | |

(e) 彼は成功者たちに囲まれて場違いだと感じた。

() () (I) () (J) () all the successful people.

- | | | | |
|----------|---------|----------|--------|
| 1. felt | 2. away | 3. among | 4. out |
| 5. place | 6. of | 7. he | |

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。

“So you think I’m courageous?” she asked.

“Yes, I do.”

“Perhaps I am. But that’s (a) I’ve had some inspiring teachers. I’ll tell you about one of them. Many years ago, when I worked as a volunteer at Stanford Hospital, I got to know a little girl named Liza who was suffering from a rare and serious disease. Her only chance of recovery appeared to be a blood transfusion from her five-year-old brother, who had miraculously survived the same disease and had developed the antibodies needed to (b) the illness. The doctor explained the situation to her little brother, and asked the boy if he would be willing to give his blood to his sister. I saw him hesitate for only a moment before taking a deep breath and saying, ‘Yes, I’ll do it if it will save Liza.’

“As the transfusion progressed, he lay in a bed next to his sister and smiled, as we all did, seeing the color returning to her cheeks. Then his face grew pale and his smile faded. He looked up at the doctor and asked with a (c) voice, ‘Will I start to die right away?’

“Being young, the boy had misunderstood the doctor; he thought he was going to have to give her (d) of his blood.

“Yes, I’ve learned (e),” she added, “since I’ve had inspiring teachers.”

- (a) 1. when 2. because 3. how 4. why
- (b) 1. check 2. discover 3. combat 4. support
- (c) 1. trembling 2. angry 3. fascinating 4. cheerful
- (d) 1. some 2. none 3. almost 4. all
- (e) 1. friendship 2. misbehavior 3. courage 4. moral

5

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。

When Laura Martinez was one year old, she was diagnosed with cancerous tumors in both her eyes. Doctors succeeded in curing the cancer with drugs and radiation, but they couldn't save Laura's sight.

Laura was a good learner, and she did well in middle school and high school. After she graduated from high school, she left home to go to college. She planned to major in psychology and become a psychologist because she knew there were blind psychologists. But she dropped out of college after the first year. She didn't leave because of experiences she had in the college's classrooms. She left because of experiences she had in the college's cafeteria.

Every time Laura walked into the cafeteria, she noticed the smells first. She couldn't help but compare them to the smells in her mother's kitchen back home. She remembered especially the smell of *mole*, a Mexican sauce made with chili peppers, black pepper, cinnamon, and cumin. When her mother ground the spices for *mole*, Laura thought the kitchen smelled awesome — so different from the cafeteria, which she thought smelled weird. She thought, too, about the fresh ingredients her mother used in her cooking. She suspected that the ingredients in the cafeteria food didn't come fresh from gardens, markets, or farms — they came from bottles, cans, and boxes.

Sitting in the cafeteria, trying to eat meals she hated, Laura realized that food, not psychology, was her passion. She didn't want to be a psychologist. She wanted to be a chef.

Fortunately for Laura, there was a great culinary school, Le Cordon Bleu, in Chicago, just a few hours from her parents' home. Unfortunately for Laura, the school was not interested in having her as a student. She wondered if it was because she was blind.

Determined to get into the school, she made an appointment to talk to someone in the president's office. The man she talked to was sympathetic. "My mother is blind, too," he told Laura, "but I don't think she's capable of doing something like cooking at Le Cordon Bleu." Laura responded, "How do you know? Give me a chance. And if I'm not able to succeed here, I'll pick up my things and leave — you won't even have to kick me out." Laura was admitted to Le Cordon Bleu.

After she graduated from culinary school, Laura started working at one of Chicago's top restaurants. It was her dream job. For three years, she prepped, cleaned, chopped, and

cooked alongside Chicago's best chefs. Then the restaurant owner died suddenly, and the restaurant closed. Laura was out of work.

For a chef with a diploma from Le Cordon Bleu and three years' experience at a top restaurant, finding work as a chef should have been easy. For Laura, it wasn't easy; in fact, it was impossible. She decided to open her own restaurant. She already knew what she wanted on the menu, and she already had a name: La Diosa, which means "the goddess" in Spanish. All she needed was financing. That, it turned out, wouldn't be easy to find, either.

Through an Internet search, Laura found the name of a business adviser, and she called him. He agreed to meet with her after she told him on the phone about her training and experience. She did not tell him she was blind.

The business adviser was surprised when Laura, wearing her white chef coat, walked into his office; he had never met a blind chef. He was impressed by Laura's background: She'd graduated from Le Cordon Bleu. She'd worked at a top restaurant. She didn't have a business plan, but she knew exactly what she wanted to do. The question was: Could he help her turn her idea into a business? He thought he could.

Laura and her business adviser got to work — writing a business plan, applying for grants and loans, and visiting possible locations for the restaurant. Finally, two years later, La Diosa opened for business, with Laura as its owner and chef and her husband, Maurilio, as her assistant.

When La Diosa opened, Laura's business adviser notified the media, and local newspapers and TV stations covered the event. The media coverage brought in a lot of customers. Ultimately, though, the success of the restaurant will depend on Laura's skills as a chef. And that's just fine with her. "I'm known for being the blind chef," she says. "But I want people to look beyond that. When people eat at La Diosa, what I really want them to remember is the food."

In that respect, La Diosa is already a success. If you look up La Diosa on business review websites such as Yelp or Zagat, you will find a lot of five-star reviews. People use words like these to describe the food: *Delicious. Amazing. Extraordinary. Fabulous. Outstanding. Wonderful.* Laura is pleased, of course, by the positive reviews people write online. But she is even more pleased by what they don't write: Very few of the reviewers mention that the chef is blind.

- (a) Laura left college after one year because she [].
1. failed a test in psychology
 2. had to go back to her hometown to cure the cancer
 3. realized that she didn't want to study psychology any more
 4. had no money to eat in the cafeteria
- (b) The meals in the cafeteria at the college Laura attended [].
1. reminded her of a restaurant in her hometown
 2. smelled different from those in her mother's kitchen
 3. tasted like her mother's fresh meals
 4. were too expensive for most of the students
- (c) The man at the culinary school [].
1. understood Laura's situation, so he was eager to cook together with her
 2. saw Laura cooking by smell, taste and touch, and liked her food
 3. had a blind mother and needed someone to help her cook
 4. didn't think that blind people were able to cook there
- (d) Laura decided to open her own restaurant because [].
1. she couldn't find a new job as a chef
 2. chopping vegetables was not exciting for her
 3. a good business adviser told her to do so to earn more money
 4. she took over a restaurant named La Diosa
- (e) According to this passage, [].
1. Laura is glad to find she is known as a famous blind chef
 2. Laura's restaurant is successful just because it was introduced on TV
 3. customers like Laura's restaurant mainly because of the quality of its food
 4. you can see recipes for Laura's menu on business review websites

6

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。

I am an adult with many responsibilities, which can cause a lot of stress in my life. When I am having a really bad day, I sometimes think to myself, “It would be so nice to be a child again and not have all this stress!” My childhood was fun and carefree most of the time. After school, my friends and I got together and played until dinnertime without any adults around. We walked or rode our bicycles to each other’s homes. We used our imaginations to invent new games. Sometimes we just sat under a tree and daydreamed. We even got into mischief at times, although it was never anything serious. We were kids!

But childhood today is different. Many children have a lot of stress in their lives and pressure to succeed. Our culture today emphasizes success, and this starts in childhood. “It’s a difficult time for parents because there are so many pressures from society that are unhealthy,” says Dr. David Elkind, author of *The Hurried Child: Growing Up Too Fast*. Many children learn to use computers and tablets before they can walk. Some learn to read and count before they go to nursery school. There is a much greater emphasis today on academic achievement than in the past. As a result, they have tutors and attend study classes after school to help them to compete with other children. Many parents worry that if they don’t enroll their kids in a lot of after-school activities, such as music classes or soccer, their children will be left behind. Sometimes, though, parents involve their children in so many outside activities that they really have very little time left just to play, have fun, and be kids. It seems that society rushes them to grow up too quickly. We have to ask the question, “Are kids growing up too fast these days?” This rush through childhood can cause the same kinds of stress in children that adults have.

It’s difficult for children to do well in school when they feel too much pressure to succeed. Dr. Elkind advises parents to let children be children. In other words, parents should let children act like children. His research suggests that students are more likely to have academic success if their parents do not hurry them through their childhood. Dr. Elkind believes that play is an important part of childhood. It’s important for children to play with others to reduce stress, develop creativity, and experience joy.

There are many other reasons why children should not grow up too fast. Childhood gives children the time they need to mature and learn important lessons. They need time to develop relationships. Elkind says, “A big part of childhood is being able to spend time

playing with peers.” Peers are people our age. “This is very important because it gives children the opportunity to learn about themselves. They learn respect and how to work with others, too.” Childhood is also a time when kids learn how to enjoy themselves. “Play gives children a sense of enjoyment that they can call upon later in life,” says Elkind. “When they’re adults and feeling down or stressed, they can remember those happy, carefree times when they were children.”

Childhood experiences give us the happy memories that we can think about when we’re adults. If we rush our kids to grow up, they won’t have the chance to make happy memories like the ones I recall from my own childhood.

(a) Which of the following is NOT true of the author’s childhood?

1. He used to have a lot of stress.
2. He used to go to his friend’s house.
3. He used to create original games.
4. He used to be naughty.

(b) Why do children feel stressed a lot today?

1. Because our culture starts to take responsibility for children’s stress.
2. Because Dr. David Elkind emphasizes success in childhood.
3. Because parents cannot live healthy lives in our society.
4. Because our society hurries children into growing up too fast.

(c) Which of the following is true of today’s children?

1. They spend so much time learning to use tablets that they can’t walk outside.
2. They are too busy doing a lot of things to play after school.
3. They can’t go to nursery school unless they learn to read and count.
4. They are left behind because there are so many pressures from society.

(d) What does Dr. Elkind’s advice to let children be children mean?

1. Children should play only with friends they know well.
2. Children should achieve academic success through hard work.
3. Children should be left alone even if they have the chance to play with others.
4. Children should have enough time to do what they like.

(e) Why is childhood important for our children?

1. Because it provides them with pleasant memories with which they will be able to overcome a lot of stress when they are adults.
2. Because it urges them to grow up as quickly as possible in order to get the opportunity to make happy memories after they become adults.
3. Because it will enable them to spend a lot of time playing with their friends when they are adults and feeling stressed.
4. Because it will make them recall a sense of enjoyment when they feel a lot of stress caused by memories of their childhood.

【英語】

解答用紙(中学帰国生)

1	(a)	<input type="text"/>	(b)	<input type="text"/>	(c)	<input type="text"/>	(d)	<input type="text"/>	(e)	<input type="text"/>	(f)	<input type="text"/>	(g)	<input type="text"/>	<input type="text"/>
2	(a)	<input type="text"/>	(b)	<input type="text"/>	(c)	<input type="text"/>									<input type="text"/>
3	(a)	A	B	C	D	E	F	G	H	I	J				<input type="text"/>
4	(a)	<input type="text"/>	(b)	<input type="text"/>	(c)	<input type="text"/>	(d)	<input type="text"/>	(e)	<input type="text"/>					<input type="text"/>
5	(a)	<input type="text"/>	(b)	<input type="text"/>	(c)	<input type="text"/>	(d)	<input type="text"/>	(e)	<input type="text"/>					<input type="text"/>
6	(a)	<input type="text"/>	(b)	<input type="text"/>	(c)	<input type="text"/>	(d)	<input type="text"/>	(e)	<input type="text"/>					<input type="text"/>

受験番号	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	氏名	<input type="text"/>
------	----------------------	----------------------	----------------------	----------------------	----	----------------------

得点	<input type="text"/>
----	----------------------

