

2023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) The price of this tour () the cost of your plane ticket to Okinawa, hotel room, and all of your meals for three days.
1. includes 2. relates 3. reserves 4. declines
- (b) If you had arrived at the party earlier, you could () my friend Bill.
1. see 2. saw 3. have seen 4. had seen
- (c) My sister used () all of the eggs in the fridge in making a cake, so I was asked to buy some for breakfast.
1. much 2. most 3. only 4. almost
- (d) The trip was terrible because my car broke () on the way and it rained heavily for three days straight.
1. under 2. down 3. up 4. behind
- (e) Don't forget () your gloves. It could be very cold outside today.
1. wearing 2. having worn 3. to wear 4. wore
- (f) Kyoto is a place () attracts many foreigners for its beautiful temples.
1. what 2. which 3. where 4. how
- (g) I had better () my radio repaired because it doesn't work properly.
1. to make 2. to get 3. have 4. take

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 : Excuse me. That suitcase is very cool. How much is it?

B : It's \$60.

A : Really? That's a good deal. ()

1. I'd like to return it.
2. I think I'll take it.
3. I have been there many times.
4. I can't afford to buy it.

(b) A : Dad, has our town changed a lot since you were young?

B : Yes, it has. Do you see that theme park? ()

A : Really? I can't imagine it.

B : Well, I remember going fishing there with your grandfather.

1. I have never ridden such an exciting roller-coaster.
2. It was much cheaper than now.
3. There used to be a river around there.
4. Your mother liked to climb the mountain.

(c) A : What are you doing, Jonny?

B : () Have you seen it?

A : No, I haven't. When did you use it last?

B : Just an hour ago. When I came home, I unlocked the door and went straight to the living room. I thought I put it on the table.

1. I was going to watch a movie.
2. I'm looking for my key.
3. I have lost books my friend lent me.
4. I bought a new pen.

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) 私たちは何を食べればよいと思いますか。

() () (A) () () (B) eat?

- | | | | |
|----------|---------|-----------|----------|
| 1. you | 2. we | 3. do | 4. ought |
| 5. think | 6. what | 7. should | |

(b) このコンピューターはどこか故障していると思う。

I think (C) () () () (D) ().

- | | | | |
|-------------|--------------|---------|----------|
| 1. computer | 2. something | 3. this | 4. wrong |
| 5. is | 6. there | 7. with | |

(c) 像の前で友達を待っていたら、外国人に話しかけられた。

Waiting for a friend in front of the statue, I (E) () () (F) () ().

- | | | | |
|-------|---------|--------------|-----------|
| 1. a | 2. with | 3. foreigner | 4. spoken |
| 5. to | 6. was | 7. by | |

(d) 彼は私が言っておいた仕事を何もしていない。

He has (G) () () () (H) () him to.

- | | | | |
|---------|-------------|---------|------|
| 1. none | 2. the work | 3. told | 4. I |
| 5. done | 6. of | 7. was | |

(e) 信濃川は日本一長い。

The Shinano River is () () (I) () (J) ().

- | | | | |
|----------|-------------|-----------|----------|
| 1. any | 2. the | 3. longer | 4. other |
| 5. river | 6. in Japan | 7. than | |

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。

Sometimes it seems that all of the news about the environment is (a). Every day, we hear stories about global warming and rainforests being cut down. This can make people believe that it is impossible for humans to stop damaging nature. However, there is good news, too, and these positive stories can teach us lessons about how to (b) some of our environmental problems. One example is California's Monterey Bay.

Monterey Bay is home to many different sea animals, and one of the most well known is the sea otter. Starting in the 1700s, people began hunting these small animals for their furs, and by the 1850s there were very few left in the bay. Sea otters eat shellfish called abalones, and (c) the sea otters, the number of abalones grew very fast. But fishermen began to catch many abalones, and in the 1860s these became very rare, too. Without food for the sea otters to eat, it was very difficult to bring them back to the bay.

In the 1930s, a woman named Julia Platt wanted to do something about the bay's problems. She created a small, protected area of Monterey Bay where hunting and fishing were not allowed. (d), the number of abalones increased greatly. After a while, sea otters began returning to the area where the abalones lived. Because there was enough food for them to eat, the number of sea otters slowly grew.

People saw the success of Platt's idea and decided to protect much bigger areas of Monterey Bay. Since then, whales and other animals have (e) to the bay. A huge aquarium has also been built next to the bay to educate people about the importance of taking better care of the oceans. Monterey Bay has become a major tourist area and shows that protecting even a small piece of nature can have an important effect on the environment.

- (a) 1. negative 2. creative 3. effective 4. subjective
- (b) 1. observe 2. fix 3. sustain 4. change
- (c) 1. without 2. unless 3. by 4. not
- (d) 1. In addition 2. Nevertheless 3. Unfortunately 4. As a result
- (e) 1. stayed 2. visited 3. returned 4. enabled

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。

Our understanding of the history of English began at the end of the eighteenth century when Sir William Jones, a British judge who lived in India, began to study Sanskrit. This is a very old language of India, and at the time was used in Indian law. Like others before him, Jones noticed many similarities between Sanskrit, Latin, Greek, and other European languages.

【Example】

SANSKRIT	LATIN	GREEK	ENGLISH
pitr	pater	pater	father
matar	mater	matr	mother
asti	est	esti	is
trayah	tres	treis	three
sapta	septem	hepta	seven

People had thought that Latin, Greek, and all European languages came from Sanskrit, but Jones disagreed. In 1786 he wrote that Sanskrit, Greek, and Latin all came from a “common source”, which had perhaps disappeared. There was a lot of interest in his idea and other people began to study these three languages. Their work proved that Jones was right. We now know that Sanskrit, Greek, Latin, English, and many other languages all belong to one enormous “family” of languages called the Indo-European family.

Jones’s “common source” from which all these languages developed is now known as Proto-Indo-European. It is thought that a group of people called the Kurgans spoke this language, or dialects of it, and lived in what is now southern Russia from some time after 5000 BC. In about 3500 BC the Kurgans probably began to spread west across Europe and east across Asia. As groups of Kurgans travelled further and further away from each other, they began to develop stronger differences in their dialects. With the passing of time, these dialects became different languages. When some of them (the Greek, Anatolian, and Indo-Iranian languages) appear in written form in about 2000 to 1000 BC they are clearly separate languages.

Similarities between some languages as they are spoken today suggest that they probably come from Proto-Indo-European. For example, there are similar words in European and Indo-Iranian languages for people in the family (mother, father), animals (dog, sheep, horse), parts

of the body (eye, ear), the weather (rain, snow), and for weapons. These similarities allow us to imagine something of the life of the Kurgans: they worked on the land some of the time, made clothes from wool, and used wheels.

More than 2 billion people speak an Indo-European language as their first language. The speaker of Hindi in India, the speaker of Portuguese in Brazil, and the speaker of English in Australia all express themselves in Indo-European languages.

The Celts were the first group of Indo-European speakers to move across Europe. Towards the end of the fifth century BC they began to leave their homeland north of the Alps in central Europe. They went to the Black Sea, Turkey, south-west Spain and central Italy, the whole of Britain, and Ireland. As they travelled, different dialects of their language developed. The Celts who settled in Turkey spoke Galatian, those in Spain spoke Celtiberian, and those in France, Italy, and northern Europe spoke Gaulish. The Celts who went to Ireland and later Scotland spoke Goidelic (Gaelic) and those who went to southern England and Wales spoke Brythonic (or British).

- (a) Which of the following is NOT true of the similarities between languages in the "Example"?
1. All of the words which mean "father" are spelled the same.
 2. The word "asti" and the word "esti" have the same meaning.
 3. Both "treis" in Greek and "septem" in Latin express numbers.
 4. The words whose meaning is "three" begin with the same letter.
- (b) What was proved by the people who studied Jones's idea?
1. European people knew that there was a "common source" of their family in the eighteenth century.
 2. While Jones was studying the language rules, Indo-European language disappeared.
 3. All European languages including Latin developed from Sanskrit.
 4. Not only Latin but Sanskrit and Greek originated in the same language group.

- (c) Which of the following is true of the Kurgans?
1. The Kurgans forced Russian people to get used to their own dialects.
 2. Indo-Iranian languages had a strong effect on the original language of the Kurgans.
 3. The migrations of the Kurgans enabled Proto-Indo-European to spread across Europe and Asia.
 4. The Kurgans integrated lots of European languages into a common dialect.
- (d) Why can we expect that some languages spoken today came from Proto-Indo-European?
1. Because the Kurgans had the same kinds of jobs as we do now.
 2. Because a large number of people use English as their mother tongue.
 3. Because we can find similarities between them.
 4. Because the way people express themselves is similar to that of the Kurgans.
- (e) Which of the following is true of the Celts?
1. The Celts who moved to central Europe began to speak Latin.
 2. In Turkey, the Celts had to mix Galatian with Celtiberian to survive.
 3. Some Indo-European speakers asked the Celts to leave their home town.
 4. Each group of the Celts developed their own dialects where they settled down.

each circle of students and asking if they understood or if they had any questions. There was no response. They just sat silently, staring at the floor.

That lesson was a failure. I really felt badly. But, then I started to think about why it had not gone well. I realized that I needed to give my students clear-cut instructions about working in groups. Working in groups was new for them and for me. I tried again, a week later. This time the lesson was not a failure, but it was not a success. I needed to change some more things. Eventually, both my students and I learned how to do group work.

This is why I had wanted my daughter to fail. And, of course, she did fail, and I did my best to console her. I tried to help her understand why she had failed, and I encouraged her by telling her that she could do better the next time. But, I didn't tell her that failure was a good thing. This was something she had to learn on her own.

- (a) The author loves his daughter, so [].
1. he always wanted to help her succeed at school
 2. he hoped that she would learn from failure
 3. he strictly brought her up to do well at school
 4. he told her how important it was to fail
- (b) The author believes [].
1. we should try to fail in order to be better
 2. first-time failure tends to cause another failure
 3. failure is how we learn and is necessary for success
 4. success can only come before failure
- (c) "A good cook has broken many pots." implies [].
1. many pots are necessary to be a famous cook
 2. we might get hurt while cooking
 3. how tedious life is without cooking
 4. success comes after many trials and errors
- (d) [] until 5 years after he became a university professor.
1. The author had never known how to work in groups
 2. The author had not been looked down on by his colleagues
 3. The author had tried to avoid failing
 4. The author had worked as a cook in Africa
- (e) At first, the author's students couldn't do group work well because [].
1. they were afraid of making mistakes
 2. they were led to experience failure by him
 3. they were not given specific instructions
 4. they wanted to listen to the lecture, taking notes

【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 (b) C D (c) E F (d) G H (e) I J

4 (a) (b) (c) (d) (e)

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

6 (a) (b) (c) (d) (e)

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