

令和6年度 帰国生入学試験問題

英 語 (50分)

注 意

- 1 この問題用紙は、試験開始の合図で開くこと。
- 2 問題用紙と解答用紙に受験番号・氏名を記入すること。
- 3 答えはすべて解答用紙に記入すること。
- 4 印刷がわからない場合は申し出ること。
- 5 試験終了の合図でやめること。

受験番号		氏名	
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- 1 次の英文の空所 [1]～[6]に入れるのに最もふさわしい語を下記から選び、必要に応じて文法的に正しい形（1語）にして答えなさい。ただし、同じ語は1回しか使えません。

[receive / survive / lead / be / improve / send]

In 2003, two robotic rovers landed on Mars and began [1] back data about the possible existence of water on the red planet. This close examination of Mars [2] the result of new and improved technology. Because of advances in telecommunication systems, scientists on Earth can send commands faster and [3] data in greater amounts. New software in the rovers [4] to their increased ability to make independent decisions and avoid dangers and hazards on their own. As a result of new technologies for severe environments, the rovers and their interior computers were able to [5] the extreme cold and hot conditions in space and on Mars. And due to their new [6] wheels the twin rovers could move around the rocky Martian landscape with ease.

2 次の日本語の意味を表すように、【 】内の語句を並べかえて空所を補い、英文を完成させなさい。解答は(a)(b)(c)に入れる記号のみを書くこと。ただし、文頭にくるべき語も小文字にしてあります。

1. あなたは今までに食べたパンの枚数を覚えているのですか。

【 ア do イ eaten ウ how エ many オ remember カ slices of bread キ so ク you've ケ you 】

() (a) () () (b) () () (c) () far?

2. 質問を質問で返さないでもらえますか。

【 ア a question イ another ウ answer エ can オ not カ please キ with ク you 】

() (a) () (b) () () () (c) question?

3. キャンペーン期間中、これらの電子書籍^{しよせき}を無料でダウンロードいただけます。

【 ア be イ can ウ downloaded エ during オ e-books カ for キ free ク these 】

() () (a) () (b) () (c) () the campaign.

4. 外出中に、部屋を掃除^{そうじ}しておきなさい。

【 ア clean イ I ウ I'm エ room オ to カ want キ while ク you ケ your 】

() () (a) () (b) () () (c) () out.

5. 備えあれば憂^{うれ}いなし。

【 ア be イ can ウ for エ never オ prepared カ something キ too ク you 】

() () (a) () (b) () (c) () .

6. その女性はレストランで誰に話しかけられたのですか。

【 ア to イ the ウ spoken エ lady オ was カ by キ at ク who 】

() (a) () () (b) () (c) () the restaurant?

3 以下の設問に答えなさい。

1. 次の英文が入る箇所^{かしよ}として最もふさわしいものを、(ア)～(エ)から1つずつ選び、記号で答えなさい。

① People who have experienced depression are sometimes better equipped to understand the feelings of others and are better able to empathize.

Researchers at University College London determined that the majority of people have a persistent “optimism bias,” meaning people tend to overestimate potential positive outcomes and underestimate the negative. (ア) Such an overly optimistic outlook has its pitfalls, for it can lead to a person becoming careless and naive. Moreover, blindly optimistic people are ill-prepared for life’s ordeals, such as the death of a loved one or the breakup of an important relationship. (イ) As a result, overly optimistic people are apt to have bouts of depression. Depression is not always bad, however, for it provides an opportunity to reflect on our lives as well as our changing circumstances. (ウ) There is a stigma against negative thinking, and it certainly does have its drawbacks. (エ) However, like many things in life, balance and flexibility are important. Optimism feels good and can be a good motivator, but pessimism can protect us by preparing us for potential setbacks. It can also spur us to work harder and avoid making mistakes. Psychiatrists often stress that we must face up to the world’s realities with tenacity, factoring in the bad as well as the good, in order to temper our expectations.

② They are then shipped back to the United States to be sold, or to Europe, Japan, or other emerging markets such as India.

The transnational corporation, or TNC, is not just a company that engages in business abroad. (ア) It is generally defined as a firm that has a direct investment in two or more countries. (イ) In other words, a TNC may have its headquarters in one country, its factories in another, and it may sell its products in yet another country. (ウ) For instance, Nike, makers of sportswear, is based in the United States, but most of its shoes and clothes are manufactured in Southeast Asia or South America. (エ) Thus, the TNC can potentially influence the economies of many different countries, especially the weaker economies of the developing world.

2. 次の空所 [A] と [B] に入るものの組み合わせとして最もふさわしいものを(ア)～(エ)から1つずつ選び、記号で答えなさい。

- ① (ア) [A] smaller [B] inferior
(イ) [A] larger [B] inferior
(ウ) [A] smaller [B] superior
(エ) [A] larger [B] superior

Bilingual education has always stirred controversy in the U.S. While many people argue that the privilege of having American citizenship should come with a commitment to use English, bilinguals have a few disadvantages. They often have [A] English vocabularies than monolinguals, though they often have larger combined vocabularies. Many bilinguals have also been shown to experience momentary hesitation during word selection. However, numerous research studies suggest bilingualism offers significant neurological benefits. “Being able to use two languages and never knowing which one you’re going to use right now rewires your brain,” says Ellen Bialystock of York University in Toronto, Canada. Basically, the benefits derive from the incessant demands of listening and interpreting two languages, stimulating neurons and neural connections. Bilinguals are shown to be [B] to monolinguals at concentration, multitasking and even empathizing with other people.

- ② (ア) [A] By contrast [B] common
(イ) [A] For example [B] common
(ウ) [A] By contrast [B] uncommon
(エ) [A] For example [B] uncommon

The oceans have long served as a vast dumping ground for all kinds of waste. No one can calculate the quantity of solid waste that has been dumped in the world’s oceans, but the total certainly exceeds many millions of tons. [A], from 1880 to 1895, 75 percent of the solid waste from New York City was dumped untreated into the Atlantic Ocean. Although it is now prohibited by law, the dumping of solid waste, including wastewater sludge, industrial waste, and high-level radioactive waste was [B] in the United States until 1970. Cruise ships and huge floating fishing factories still regularly dispose of their solid waste products directly into the ocean.

4 次の英文を読んで、あとの問いに答えなさい。

Students throughout the United States and Europe face many similar tasks throughout their education, from preparing for exams to writing papers. But there are glaring differences when it comes to foreign language education — or lack thereof — and the result is that far lower shares of American students study a foreign language.

Learning a foreign language is a nearly ubiquitous experience for students throughout Europe, driven in part by the fact that most European countries have national-level mandates for formally studying languages in school. No such national standard exists in the U.S., where requirements are mostly set at the school district or state level.

Across Europe, students typically begin studying their first foreign language as a required school subject between the ages of 6 and 9. Furthermore, studying a second foreign language for at least one year is compulsory in more than 20 European countries.

Overall, a median of 92% of European students are learning a language in school. Most primary and secondary school students across Europe study at least one foreign language as part of their education, according to Eurostat, the statistics arm of the European Commission. Of the 29 European nations for which data are available, 24 have a foreign language learning rate of at least 80%, with 15 of those reaching 90% or more of students enrolled in language courses. In three of the four countries with the smallest student populations — Luxembourg, Malta and Liechtenstein — 100% of students are reported to be learning a foreign language.

Even in the European countries with the lowest overall shares of students learning a foreign language, most students learn at least one foreign language before completing secondary school. (To allow for comparison across countries, Eurostat uses three broad education categories - primary, lower secondary and upper secondary — that are roughly the equivalent of primary, middle and high school in the U.S.)

For example, while Belgium (64%) reports the lowest overall percentage of students learning another language, 90% of Belgian upper secondary students are studying a foreign language in school. This includes 67% who are studying more than one foreign language. In Portugal, where the learning rate is 69% overall, nearly 90% of lower secondary students are enrolled in two or more foreign language courses. Roughly 98% of students in the Netherlands are learning a foreign language by the time they reach lower secondary (or about 7th grade), including 74% learning two or more languages, despite the country's overall rate of 70%. English is the most studied language across all age ranges in Europe.

Meanwhile, far fewer K-12 students in the U.S. participate in foreign language education. Throughout all 50 states and the District of Columbia, 20% of K-12 students are enrolled in foreign language classes, according to a 2017 report from the nonprofit American Councils for International Education (ACIE). New Jersey (51%) has the most students studying a language, followed by the District of Columbia (47%) and Wisconsin (36%). However, the vast majority of

states have less than 25% participation, with only 9% of students studying a foreign language in New Mexico, Arizona and Arkansas. Spanish is overwhelmingly the most popular language studied, though the report also examined languages ranging from Chinese to Latin to American Sign Language.

Ten states and the District of Columbia have foreign language graduation requirements for high school students, 24 states have graduation requirements that can be met either with foreign language classes or other non-language coursework, and 16 states have no graduation guidelines concerning foreign language education.

Mixed emphasis on language study may reflect Americans' perceptions of what skills are necessary for workers today. In a 2016 Pew Research Center report on the state of American jobs, only 36% of Americans reported that knowing a foreign language was an extremely or very important trait for workers to be successful in today's economy, ranking it last out of eight skills for workers' success.

出典 : Most European students are learning a foreign language in school while Americans lag
<https://www.pewresearch.org/short-reads/2018/08/06/most-european-students-are-learning-a-foreign-language-in-school-while-americans-lag/>

1. Which is true about schools in Europe?
 - ア Ten-year-old students do not learn a foreign language.
 - イ Upper secondary school is equal to middle school in the U.S.
 - ウ Unlike in the U.S., nations do not force students to study a foreign language.
 - エ In many European countries, students have to learn two languages for at least one year.

2. Which statement is true about Europe?
 - ア Five countries have no available data on foreign language education.
 - イ In 39 countries, more than 80% of students take a language course in school.
 - ウ In three countries, all students learn a foreign language in school.
 - エ More than 10% of students don't get any foreign language education in school.

3. According to the sixth paragraph, which statement is true?
 - ア About 98% of students in upper secondary school study two foreign languages in Netherlands.
 - イ Belgium has the lowest rate of students learning a foreign language in European countries.
 - ウ Nearly 90% of students in Portugal are studying a foreign language.
 - エ In Belgium and the Netherlands, more than 90% students study two or more languages.

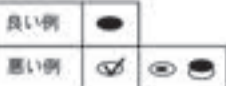

4. Which is true about language education in the U.S.?
- ア The number of students who learn a language in New Jersey is proportionally twice as large as that in Wisconsin.
 - イ About 25% of K-12 students take a foreign language course in school.
 - ウ 9% of students study Spanish in school in New Mexico.
 - エ Some students are learning American Sign Language.
5. Which is **NOT** true when you compare language education in Europe and in the U.S.?
- ア The majority of students in Europe learn a foreign language in school, but not in the U.S.
 - イ The most popular foreign language is English in European schools while it is Spanish in the U.S.
 - ウ Though the statistics of Eurostat includes all EU nations, ACIE doesn't cover all states in the U.S.
 - エ Unlike in the U.S., most students have to learn a language before graduating from secondary school in Europe.
6. According to the passage, a commonly held belief in America is that...
- ア learning a foreign language is not important for success.
 - イ American people ought to learn at least one foreign language, but they don't.
 - ウ many Americans do not think that English skills are necessary for workers.
 - エ most European people can speak at least two languages fluently.

5 Please write an essay of 100-120 words on the following topic.

Today, many people work from home instead of in the office. Do you think the number of these people will increase in the future?

評価点	令和6年度 帰国生入学試験問題 [英語] 解答用紙
	氏名

受験番号																					

記入例	悪い例 	<<注意事項>> ・解答は解答欄の枠内に濃くはっきりと記入して下さい。 ・解答欄以外の部分には何も書かないで下さい。
良い例 		

用紙タテ上 こちらを上にしてください

1	1		2		3	
	4		5		6	

2	1	(a)	(b)	(c)	2	(a)	(b)	(c)	3	(a)	(b)	(c)
	4	(a)	(b)	(c)	5	(a)	(b)	(c)	6	(a)	(b)	(c)

3	1	①		②		2	①		②	

4	1		2		3		4		5		6	

5												