



昌平高等学校

帰国子女入学試験

[過年度実施問題]

英 語

(制限時間 50 分)

注 意

- (1) 係の先生の指示に従って、所定の欄に受験番号・氏名を書きなさい。
- (2) 答えはすべて解答用紙の決められたところに、はつきりと書きなさい。
- (3) 問題は1ページから8ページまであります。
- (4) 印刷のはつきりしないところは、手をあげて係の先生に聞きなさい。
- (5) 途中でトイレに行きたくなったり、気分が悪くなったりした場合は手をあげて、係の先生の指示に従いなさい。

受験番号	氏名

1. 次の各文の空所に入るのに最も適当なものを①～④の中から選びなさい。

1. “Have you ever seen that movie?”

“Yes. When I was in Tokyo, I it three times.”

① had seen ② have seen ③ saw ④ would see

2. “That famous cherry tree because of pollution.”

“Yes, we have to do something to save it.”

① has death ② has died ③ is dead ④ is dying

3. “Haven’t we met somewhere before?”

“Yes, I remember you at the party last week.”

① meeting ② of meeting ③ to meet ④ to meeting

4. “I couldn’t finish my homework yesterday.”

“If you me, I would have helped.”

① had asked ② have asked ③ should ask ④ would ask

5. She can solve the problem in a minute because she has a very sharp .

① head ② mind ③ sense ④ spirit

6. His ambition to become president is to be realized.

① capable ② likely ③ possible ④ probable

7. That’s nonsense. but a fool would believe it.

① All ② Anyone ③ Everyone ④ Nobody

8. His attempt to enter the university was and he celebrated with his friends.

① succeeded ② success ③ successful ④ successive

9. If you want to reserve seats, you will have to pay .

① in advance ② in charge ③ in front ④ in return

10. I recommended that she the professor.

① had seen ② saw ③ should see ④ would see

2. 次の各文の下線部に①～⑤を入れて意味が通る文にした時に **A**, **B** に入るものを記号で答えなさい。

1. It was the control of fire and _____ **A** _____ **B** _____ in the cold northern areas.

① allowed ② humans ③ that
④ the use of clothing ⑤ to settle

2. Speech, as a means of communication, is _____ **A** _____ **B** _____ and passed on.

① because ② culture is shared
③ it is the chief way ④ of major importance
⑤ through which

3. Biotechnology could offer great advantages to the whole world. If this new technology _____,

A _____ **B** _____ narrowed.

① and food production ② population increase
③ the gap between ④ will be
⑤ works

4. It is doubtful _____ **A** _____ **B** _____ human beings.

① are ② crying and laughing ③ to
④ unique ⑤ whether

5. Plants and animals _____ **A** _____ **B** _____ the desert.

① be able to ② get along with ③ must
④ to exist in ⑤ very little water

6. When I came to know him, I _____ **A** _____ **B** _____ a person as I had ever known.

① as ② found ③ him
④ pleasant ⑤ to be

3. 次の文章を読み、下の問い合わせの空欄に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選びなさい。

“A good parent” can be a confusing phrase. It is almost impossible for one person to be “a good parent” at all stages of a child’s life. Some parents are at their best before their children begin to speak. Others are most successful before their children enter elementary school. Still others make their finest contribution to older children or teenagers. Every parent can understand one stage of a child’s development better than another. It is a rare person who possesses superior capacities throughout the entire period of a child’s growth.

A mother might be “a good parent” from her baby’s birth until it is three; that is the period when it needs her protection and loving care. Then the start of her child’s independence might upset and alarm her, and she might then become less helpful for a few years. A father might be awkward and uncomfortable with a younger child, but could turn into a splendid parent when the child is old enough to be taught the skills of cycling, fishing and so on, or to be taken on trips. Some parents feel easier with boys, and others with girls — and then only at certain ages or stages.

It is important for parents to understand and accept their own limitations in these matters, just as they must accept the child’s faults of personality and limitations of talent. Otherwise, fathers and mothers will feel guilty and blame themselves for weaknesses that may not be their fault. Much of the guilt experienced by modern parents comes from the mistaken feeling that they ought to be all things at all times to the child, which is clearly absurd. In past ages, grandparents and uncles and aunts lived with the family, and provided different kinds of support; in our present “nuclear” family, too many roles are demanded of the two parents, which they cannot possibly fulfill.

問1 Confusion arises about what it means to be “a good parent” because .

- ① it is normal to be a successful parent during most of a child’s development
- ② most parents are only good at helping older children or teenagers
- ③ parents are usually at their best before their children go to school
- ④ parents do not realize they cannot perform equally well throughout a child’s growth

問2 If we consider the relative merits of mothers and fathers, it is clear that .

- ① either parent may be effective with children at some stage
- ② only fathers can teach cycling, fishing and so on
- ③ only mothers can succeed with very small children
- ④ parents are better with children of their own sex

問3 Parents of nuclear families sometimes feel at a loss because [].

- ① they believe that such a family prevents the healthy growth of a child's personality and talent
- ② they dislike the support that other family members give to their children
- ③ they do not always have the help of other family members in child-raising
- ④ they no longer regard grandparents, uncles and aunts as good educators of their children

4. 次の文章を読み、下の問い合わせの空欄に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選びなさい。

Several years ago, certain scientists developed a way of investigating the nature of the atmosphere of the past by studying air caught in the ice around the North or South Pole. According to their theory, when snow falls, air is trapped between the snowflakes. The snow turns to ice with the air still inside. Over the years more snow falls on top, making new layers of ice. But the trapped air, these scientists believed, remains exactly as it was when the snow originally fell.

To find what air was like three hundred years ago, you use a drill in the shape of a hollow tube to cut deep into the layers of ice. When you pull up the drill, an ice core made of many layers comes up inside it. Then, back at the laboratory, you count the layers in the core — each layer represents one year — to find ice formed from the snow that fell during the year to be studied. Using this method, these scientists suggested that the amount of carbon dioxide (CO₂), one of the gases which may cause global warming, had increased greatly over the last two hundred years.

A Norwegian scientist, however, pointed out that there might be a problem with this method. He claimed that air caught in ice does not stay the same. In particular, he said, the quantity of CO₂ does not remain stable, since some of it is absorbed by ice crystals, some enters water, and some locks itself up in other chemicals. If this were true, then there could have been more CO₂ in the past than we thought. Even so, measurements taken over the past thirty years show that CO₂ has increased by over ten percent during this short period.

問1 Certain scientists claimed that [].

- ① atmospheric gases increase the yearly amount of snow
- ② falling snowflakes change the chemical balance of the air
- ③ the action of atmospheric gases causes snow to turn into ice
- ④ the air held between snowflakes keeps its original nature

問2 In order to study atmospheric gases for a particular year, these scientists had to [] .

- ① count how many cores were necessary for measuring trapped air
- ② examine the different kinds of snowflakes
- ③ identify a particular layer in the ice core
- ④ measure how hollow each layer was within the core

問3 A Norwegian scientist questioned the usefulness of ice-core analysis, claiming that [].

- ① ice absorbs more CO₂ when the core is pulled out
- ② ice has effects on global warming by reducing CO₂
- ③ the amount of CO₂ within the ice changes in several ways
- ④ the quality of the ice might be affected during the drilling

5. 次の文章を読み、下の問い合わせの空欄に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選びなさい。

When people travel abroad they are immediately struck by the many different ways in which buildings, homes and cities are designed. A group of Americans staying in a South American country reacted emotionally to the unfamiliar architectural surroundings which they found there. The Latin-American house is often built around a small open area, a patio, which is next to the sidewalk but hidden from outsiders behind a wall. Such relatively small differences in the buildings can affect foreigners to a surprising degree. These Americans complained that they felt cut off from local people and their lives and kept wondering what was going on “behind those walls.”

The division of space inside homes may also vary from one culture to another. Most American homes contain rooms such as bedrooms, a living room and a dining room whose layout reveals the separation and naming of space according to function. This system is in sharp contrast to other cultures where one room in a house may be used for several purposes. In Japan, homes have removable sliding doors so that two small rooms can be converted into one large room, and a living room can also serve as a bedroom.

When a home or a city's design is influenced by another culture, not only the native architecture but together with it the social pattern can be lost or affected. A French architect, for example, planned a new city in India with centralized shopping areas which required movement by public transportation away from the traditional village centers. The result was that the Indians stopped meeting each other socially in their own local communities. It has been said that “we shape our buildings and they shape us.” The Indian example seems to demonstrate this.

問 1 The Americans reacted unfavorably to the Latin-American houses because they [].

- ① felt they would prefer to be hidden from the local people by a surrounding wall
- ② had the impression that the Latin-American people were concealing themselves from them
- ③ were disturbed that the interior of the house was so close to the street
- ④ were unable to sit and enjoy the sunshine on the patio

問 2 When we consider how space is used within homes, we see that [].

- ① in America it is flexible, while in Japan the naming of space is essential
- ② it is not dependent on the culture of the people who live there
- ③ some cultures may make a clear division of space according to the intended use
- ④ the layout of American homes is such that rooms can be used for various purposes

問 3 The French architect's designs [].

- ① caused a considerable change in Indians' social activity
- ② forced people to shop in their own neighborhoods
- ③ helped to strengthen the traditional social behavior
- ④ required the villagers to move and live in large cities

6. 次の文章を読み、下の問い合わせになるものを、それぞれ下の①～④のうちから一つずつ選びなさい。

In second-hand shops there are many works of art which are forgotten and gathering dust. Yet each one of them may have an interesting tale to tell if only we could discover it.

Under one of Tokyo's thundering expressways in an expensive night-life district, there used to be and may still be a little antique shop. The elderly owner kept a collection of various old wood-block prints and paintings and seemed content with his simple shop, although I never saw anyone buy anything there.

The first time I went in, an oil painting in the farthest corner of the shop caught my eye. For six months I watched to see if it was still there. Eventually I asked the owner the price. He said ¥180,000. Bargaining is not usual in Japan, but in a shop with so few customers it seemed worth a try. So I offered ¥110,000. In the end, we agreed on ¥130,000.

The picture was of an apple orchard with a small girl at the front. Painted with a free, confident hand, it had a fresh feeling of warmth and light. It was in the Impressionist style, signed with the name Bordes, which looked French. The name-plate on the frame suggested that it had once hung in a gallery or a grand collection. I wondered whether I had perhaps acquired a treasure.

The picture, which became a familiar object to me, moved with me from Tokyo to Hong Kong and then to England. It became an important part of my baggage during those years, and I very much wanted to

trace its identity. The dictionary of painters included Leonard Bordes, a twentieth-century French landscape painter of the group known as the Rouen School. So I wrote to the museum at Rouen and received a letter from the head of the museum. I learned that Leonard Bordes was born in 1898. Although a professional musician, his principal activity was painting. In particular, he preferred rather melancholy scenes of the countryside around Rouen. By the time he died in 1969, he had painted more than 10,000 scenes.

At last I went to Rouen and visited the museum. There were no pictures by Bordes there, but I was given a list of art shops in the city, some of which had paintings by Bordes for sale. Despite the price, I bought one. Afterwards, I walked back to my hotel and by chance came upon yet another art shop not on the list. I went in and was greeted by an elderly woman, who turned out to have been a close friend of Bordes' family. Her shop had supplied Bordes with his paint and brushes, and she was delighted that someone had traced him all the way from Japan.

I promised to send the old lady a photograph of the original painting. After a time it was returned to me, signed on the back by Bordes' two daughters. The elder of the two, Giselle, identified herself as the girl under the apple trees, aged eight, in the summer of 1930. They had no idea where the picture had been during the 61 years since then.

So there it was. I had rescued the picture from the second-hand shop in Tokyo and had uncovered its history. It was simply a cheerful picture of a family picnic by a man who painted every day, but whose paintings were usually somewhat sad. The picture's story was not especially significant, but I had pleasure in telling other people about it and how I discovered it.

問1 What happened when the author first went to the antique shop in Tokyo?

- ① He bargained for a painting by a French artist which he liked.
- ② He came across a painting which attracted him.
- ③ He found a painting which he had admired some years before.
- ④ He learned the story of the painting in the corner.

問2 What did the author do with the painting of the orchard after he bought it?

- ① He gave it to Bordes' elder daughter.
- ② He had it framed so that it would look more expensive.
- ③ He sent it to the owner of an art shop in Rouen.
- ④ He took it with him each time he moved.

問3 Why did the author want to discover more about the painting?

- ① He already had another painting by the same artist.
- ② He had grown fond of it over a long period.
- ③ He recognized the young girl under the trees in the picture.
- ④ He was convinced that it was very valuable.

問4 What did the author find out about Bordes?

- ① Bordes had little time for painting because of his work as a musician.
- ② Bordes painted scenes which tended not to be cheerful ones.
- ③ Bordes painted very many pictures of the people of Rouen.
- ④ Bordes rarely painted pictures of natural scenes.

問5 What was the outcome of the author's trip to Rouen?

- ① He bought a number of paintings which caught his eye in the art shops.
- ② He discovered who the girl in the picture was.
- ③ He found out what Bordes' daughters had been doing in the past 61 years.
- ④ He was able to identify the apple orchard in the painting.

7. 次の英文の指示に従って、自分の考えを英文でまとめなさい。

Write an 80–100 word essay in English about your experience living abroad, describing some differences between the country you lived in and Japan and explaining how you felt about them.

令和8年度 帰国子女入試 英語 解答用紙

1

1	2	3	4	5
6	7	8	9	10

2

1	A	B	2	A	B
3	A	B	4	A	B
5	A	B	6	A	B

3

問1	問2	問3
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4

問1	問2	問3
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5

問1	問2	問3
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6

問1	問2	問3	問4	問5
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受験番号					氏名	
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令和8年度 帰国子女入試 英語 解答用紙

1

1 ③	2 ④	3 ①	4 ①	5 ②
6 ②	7 ④	8 ③	9 ①	10 ③

2

1 A ③	B ②	2 A ①	B ⑤
3 A ③	B ①	4 A ②	B ④
5 A ①	B ⑤	6 A ③	B ①

3

問1 ④	問2 ①	問3 ③
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4

問1 ④	問2 ③	問3 ③
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5

問1 ②	問2 ③	問3 ①
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6

問1 ②	問2 ④	問3 ②	問4 ②	問5 ②
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