

令和4年度

岡山白陵高等学校入学試験問題

英 語

受験 番号	
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- 注 意
1. 時間は60分で100点満点です。
 2. 問題用紙と解答用紙の両方に受験番号を記入しなさい。
 3. 開始の合図があったら、まず問題が1ページから9ページまで、順になっているかどうかを確かめなさい。
 4. 解答は解答用紙の決められたところに書きなさい。

1

次の英文を読み、後の問いに答えよ。

Imagine telling Einstein to stop studying physics. Imagine telling Picasso to stop painting. Could they stop doing the things they loved? (1) This is what people tried to do to Sophie Germain.

Sophie's love was mathematics. She fell in love (2) it when she was only 13 years old. She found a book about Archimedes and his love of geometry in her father's library. (3) Then she read all the books about math she could find and decided to become a mathematician.

There were two problems. First, Sophie was born in eighteenth-century France. Second, Sophie was a girl from a middle-class family. It was very unusual (4) girls from the middle class to study math in the early eighteenth century in France.

(5) (be / girls / her / like / other / Sophie's parents / to / wanted). When she studied math, they tried to stop her. Sophie didn't want to stop. She studied secretly at night, (6) candlelight, when her parents slept. Sophie's parents found out, and they took away her candles. That didn't stop Sophie. She found more candles. Finally, her parents decided to let Sophie study. It was too hard to stop her!

When Sophie was 18 years old, a school for mathematicians opened in Paris. Sophie couldn't take classes there because it was for men only. However, she didn't let this discrimination against women stop her. She started writing letters to math professors at the school. She asked them questions, and she wrote about her ideas. However, (7) she didn't sign her own name on the letters. She used a man's name, *Monsieur LeBlanc*, a student at the school at one time. This idea worked, and the professors responded to her letters. After a while, one professor asked to meet the brilliant Monsieur LeBlanc. Imagine his surprise! Monsieur LeBlanc was a woman. The professor didn't tell anyone. He kept Sophie's secret.

Sophie continued to write to other mathematicians. She always signed her letters *Monsieur LeBlanc*. She met some of these experts, but they usually stopped helping her after a short time. Was it because she was a woman? No one is sure. However, we do know one thing: There was strong prejudice against educated women in Sophie's time. This created a difficult challenge, but it didn't stop her.

Sophie continued to study. She taught herself other kinds of math, such (8) algebra and calculus. She is famous for her excellent work on a difficult math problem that was a challenge for many other mathematicians.

Sophie is also famous for her studies of metal as a building material. Years later, engineers used her ideas to build skyscrapers, such (8) the Eiffel Tower in Paris, Sophie's hometown.

Today, on the base of the Eiffel Tower, there are 72 names of brilliant French scientists and mathematicians. These people all made great contributions to the world. However, there's one important name that is (9): Sophie Germain.

問1 下線部(1)の表す内容を日本語で答えよ。

問2 空欄(2),(4),(6),(8)に入れるべき語を次から選び、それぞれ記号で答えよ。ただし、同じ記号を繰り返し用いないこと。

ア. as イ. for ウ. by エ. on オ. with

問3 下線部(3)を日本語に直せ。

問4 下線部(5)の語(句)を意味が通るように並べ換えよ。ただし、文頭にくる文字も小文字で表している。

問5 下線部(7)について、なぜこのようなことをしたのか、その理由として正しいものを次から1つ選び、記号で答えよ。

- ア. 差出人が女性だとわかると相手をしてもらえないと思ったから。
- イ. LeBlanc に頼まれて、代わりに手紙を書いていたから。
- ウ. 手紙の内容が女性への差別に対する抗議であったから。
- エ. 自分の名前を知られるのが恥ずかしかったから。

問6 空欄(9)に入れるべき語を次から選び、記号で答えよ。

ア. known イ. written ウ. missing エ. changing

2

次の英文を読み、後の問いに答えよ。

Language students often think they have memory problems. They worry because they can't remember words. In fact, the problem usually isn't with their memory. The problem is with the way they study.

To remember words better, you need to understand (1) how memory works. There are two kinds of memory: short-term and long-term. When you see, hear, or read something, it goes first into short-term memory. But short-term memory lasts for only a few seconds. You will only remember something longer if it goes into long-term memory.

Why is it that some things go into your long-term memory and some things don't? One reason you remember something is because it's important to you. If you love soccer, for example, you probably remember the names of many soccer players. If you are an engineer, you remember engineering words. People who don't care about soccer or engineering will likely (2) those names or words.

Another way that you remember something is if you think about it a lot. Many students study vocabulary by repeating the words. (3) This may work for a short time, but after a day or a week, the words are gone. In fact, just repeating a new word isn't enough. It doesn't connect the word to anything else in your memory.

Your long-term memory is like a very big library with many, many books. And like a library, it's organized. When you put away a book—or a memory—you can't just leave it anywhere. You have to choose a place that makes sense to you. You have to make space there for the new information. And you need some way to find the word again.

How can you do this with vocabulary?

[1]

Another way is to make a picture in your mind with the word. For example, if the word is *height*, you can think of the tallest person you know and try to guess his or her height.

All of these activities are ways to think about words. They (4) (in / make / meaning / of / stronger / the / words) your long-term memory. And they give you a way to find a word when you need it.

問1 下線部(1)について本文に述べられているものを次から1つ選び、記号で答えよ。

- ア. サッカー選手の名前は誰にとっても長期記憶に入りやすい。
- イ. 覚えるべきことは長期記憶に入ってから短期記憶に入る。
- ウ. 自分の興味関心のあるものは長期記憶にとどまりやすい。
- エ. 何かを長期記憶に入れるには、記憶に関する本をたくさん読むべきだ。

問2 空欄(2)に入れるのに最も適当な動詞1語を答えよ。

問3 下線部(3)を日本語に直せ。ただし、This が何を意味するかを明らかにすること。

問4 空欄[I]に入る次のア～ウの文を、意味が通るように並べ換え、記号で答えよ。

- ア. You can do this by writing new sentences that include it.
- イ. Even better, you can invent a little story about the word, with people or places that you know.
- ウ. The key is to work with the word and think about it in new ways.

問5 下線部(4)の語を意味が通るように並べ換えよ。

3

次の英文を読み、後の問いに答えよ。

One night at 2 a.m., Alfred Mansbridge heard something and woke up. He sat up in bed and listened. Someone was speaking in a quiet voice. It sounded like a child ... or maybe a ghost.

Alfred was a 69-year-old widower, and he lived alone. He looked around his bedroom. There was nobody there.

“(A)” Alfred thought. He went back to sleep.

The next night at 2 a.m., Alfred heard the quiet voice again. He sat up in bed and listened carefully. “Come and catch me,” the voice said. It repeated the sentence five times. Then it was silent. That night Alfred lay awake for a long time.

For the next three months, Alfred heard the quiet voice every night at 2 a.m. “Come and catch me,” it repeated for 15 seconds. Sometimes Alfred got up and searched his apartment, but he never found anyone or anything. He began to have trouble sleeping. Some nights he didn’t sleep at all.

One day, Alfred’s daughter and seven-year-old grandson came to visit. “Dad, are you okay?” his daughter asked. “You look tired.”

“I *am* tired,” Alfred told her. “Every night at 2 a.m., a quiet voice wakes me up. It says, ‘Come and catch me.’ I’m having trouble sleeping.”

“I’m worried about you,” his daughter said. “I think you’re alone too much.”

“(B)” Alfred thought. “But I’m not crazy; the voice is real! It’s not a ghost—I don’t believe in ghosts. So who is speaking to me every night? This is a real mystery, and I’m going to solve it.”

The next day, Alfred bought a tape recorder. At 2 a.m., he recorded the quiet voice. Then he played the recording for his daughter. She immediately called the police. “(C)” she told the police.

That night two police officers came to Alfred’s apartment. One police officer sat in the kitchen, and the other sat in the living room. Alfred was in the bedroom. At 2 a.m., they all heard the quiet voice. “Come and catch me,” it said.

“(D)” the police officer in the living room shouted. “It’s coming from the bookcase!”

Alfred and the two police officers looked at the bookcase. At first, they saw only books. Then they spotted a plastic children's watch on a low shelf in the bookcase. It was a Spider-Man watch, and in a quiet voice, it repeated a line from the movie *Spider-Man*: "Come and catch me." It repeated the line five times. Then it was silent. Alfred picked up the watch and looked at it. The alarm on the watch was set for 2 a.m.

"This is my grandson's watch," Alfred explained to the police officers. "He loved the movie *Spider-Man*, so my daughter bought him this watch a few months ago. I guess he left it here."

The next day, Alfred returned the watch to his grandson. "My Spider-Man watch!" his grandson said. "(E)"

That night Alfred slept well. The voice was gone.

問1 空欄(A)～(E)に入れるのに最も適当なものを次から選び、それぞれ記号で答えよ。ただし、同じ記号を繰り返し用いないこと。

ア. It's in here!

イ. My daughter thinks I'm crazy,

ウ. I don't want to live alone,

エ. Maybe I was dreaming,

オ. Put your hands up!

カ. Someone—or something—is in my father's apartment!

キ. I was looking for that!

ク. Repeat the sentence!

問2 下線部の正体は何か、日本語で答えよ。

4

次の英文のうち、文法的に誤りを含んでいないものを4つ選び、番号で答えよ。

1. Mike has few friends to talk with.
2. Women usually live more longer than men.
3. I lost my umbrella yesterday, and I've not found one yet.
4. Kenji practiced tennis so hard after school that he was able to win the match.
5. One of my friends are playing the guitar on the stage now.
6. Jack asked his brother to help his homework.
7. Mt. Kilimanjaro is higher than any other mountain in Africa.
8. The yard is covered with falling leaves.
9. Thank you inviting me to the party.
10. When have you arrived in London?
11. The boy felt thirsty and stopped to drink some water.
12. We sometimes meet people we don't like them.

5

次の英文の空欄に入れるのに最も適当な語（句）を下から選び、それぞれ記号で答えよ。ただし、(5)については、(①)と(②)に入れるのに最も適当な組合せを選べ。

- (1) I saw Ms. Green on my () to school this morning. She was cleaning the street.
ア. way イ. end ウ. place エ. view
- (2) Welcome back! Everyone in this class () looking forward to seeing you again.
ア. was イ. are ウ. has been エ. have been
- (3) “What do you do?” “()”
ア. I'll do my best for the next exam.
イ. I'm an English teacher at a high school.
ウ. I'm checking messages on my smartphone.
エ. I'm fine, thank you.
- (4) () might come true some day.
ア. That your dream イ. Your that dream
ウ. That of your dream エ. That dream of yours
- (5) “Do you know where she lives? I want to send this package to her.”
“Sorry, I don't. If I (①) her address, I (②) it to you.”
ア. ① know ② would give
イ. ① knew ② will give
ウ. ① knew ② would give
エ. ① have known ② will give

6

次の(A)・(B)の問いに答えよ。

(A) 次の日本語を英語に直せ。

自分の将来のために何をすべきか分かっている若者はどれくらいいるのだろうか。

(B) 岡山白陵中学校で英語のスピーチコンテストが開催されることになった。その件で、あなたの知り合いのジョーンズさんに手紙を出さなければならない。()の中に、下記の内容を伝える英文を 20～30 語で書いて、依頼の手紙を完成させよ。英文が 2 文以上になってもかまわない。ただし、数字も英語で書け。

開催日 2月25日
参加者 生徒12名
お願い 審査員(judge)の1人になってほしい。

Dear Mr. Jones,

How are you doing? We're going to have an English speech contest at Okayama Hakuryo Junior High School.

()

I'm waiting for your good answer.

Sincerely yours,

(Your name)