

2025年度

中学 帰国生入試 A方式

時間50分 100点満点

英 語

受験上の注意

1. 試験開始の合図があるまで、この問題冊子を開いてはいけません。
2. 実施時間は50分で、100点満点です。時間配分に注意して解答してください。
3. 解答は解答用紙にていねいに記入してください。
4. 解答用紙・問題用紙両方に、受験番号、座席番号、名前を記入してください。座席番号は、机に貼ってある番号のことです。
5. 試験中は携帯電話の電源を必ず切ってください。
6. 私語や物の貸し借りなどは認めていません。困ったことがある場合は、手をあげて先生に相談し、その指示に従ってください。

受験番号 _____ 座席番号 _____

名 前 _____

聖学院中学校

Go on to the next page.

[Part 1]

A. Each of the following questions consists of one capitalized word followed by four choices. Choose the best answer from a~d which has the closest meaning to the word.

1. GENEROUS

- a. greedy
- b. kind
- c. mean
- d. indifferent

2. ADVANCE

- a. delay
- b. fall
- c. remain
- d. improve

3. COOPERATE

- a. oppose
- b. decide
- c. ignore
- d. work together

4. OPTIMISTIC

- a. pessimistic
- b. hopeful
- c. realistic
- d. doubtful

5. ENTHUSIASTIC

- a. uninterested
- b. eager
- c. indifferent
- d. apathetic

6. FORTUNATE

- a. unlucky
- b. happy
- c. lucky
- d. sad

7. RECOMMEND

- a. suggest
- b. advice
- c. criticize
- d. oppose

8. INDIVIDUAL

- a. respective
- b. respectful
- c. respecting
- d. respectable

B. Choose the best choice from a~d which has the closest meaning to the underlined phrase.

1. **The students arrived one after another.**
 - a. in succession
 - b. in the second place
 - c. in secret
 - d. in a hurry

2. **They'll lend us their apartment on condition that we look after it.**
 - a. for
 - b. as
 - c. if
 - d. while

3. **I don't think he'll be able to complete all this work by tomorrow.**
 - a. get through
 - b. see through
 - c. keep up with
 - d. come up with

4. **Within a few days, he managed to pick up a little French.**
 - a. load
 - b. learn
 - c. hear of
 - d. speak up

C. Fill in the word or words from a~d that best complete the following sentences.

1. She has a tendency _____ late for appointments.

- a. to arrive
- b. arriving
- c. arrive
- d. for arriving

2. Though the deadline date is tomorrow, she _____ writing her term report.

- a. must not finish
- b. will have finished
- c. has yet to finish
- d. failed to finish

3. Christmas day is _____ everyone feels happy.

- a. when
- b. that
- c. how
- d. what

4. They made a lot of noise, _____ the neighbors complained.

- a. because
- b. although
- c. so
- d. unless

5. She is used _____ long hours at work.

- a. for working
- b. to work
- c. to working
- d. working

6. She _____ to the party if she finishes her work.

- a. comes
- b. will come
- c. would come
- d. is coming

7. Ghibli Museum is a place _____ I want to visit.

- a. which
- b. to which
- c. where
- d. to where

8. If he _____ harder, he would have passed the exam.

- a. studies
- b. studied
- c. had studied
- d. was studying

[Part 2]

A. Read the following passage and choose the best answers to questions 1~6.

The history of hydropower in the Amazon is deeply connected with the region's complex past. Colonization of the Amazon Basin began in the 16th century, bringing with it abuse of natural resources and local populations. However, it wasn't until the late 19th century that the rubber industry boomed, driven by European demand for rubber latex. This era witnessed extensive deforestation and exploitation of native Amazonians as a cheap labor force.

The abuse of Amazon's resources led to increased interest in using its hydroelectric potential. During the early 20th century, several small-scale hydropower projects were initiated to power the growing industries, including the rubber industry. These projects often had harmful effects on local ecosystems and displaced indigenous communities from their traditional lands.

However, it wasn't until the latter half of the 20th century that large-scale hydropower projects began to take shape in the Amazon. The Brazilian government, in particular, entered on ambitious plans to develop the region's hydroelectric potential as part of its broader strategy for economic development and energy security. The construction of mega-dams, such as the Belo Monte Dam, became symbolic of this push for hydropower expansion.

These projects, while praised as engines of progress, have been highly controversial. Environmentalists and local rights activists have raised concerns about the impacts of dam construction on biodiversity, water quality, and the sources of income of local communities. Indigenous groups, in particular, have suffered the consequences these developments, facing displacement, loss of land, and disruption of their traditional ways of life.

Despite the controversies, hydropower continues to play a significant role in the Amazon's energy landscape. It remains a key source of electricity for both urban centers and industrial operations in the region. However, the debate over its social and environmental impacts persists, highlighting the complex interplay between development, conservation, and indigenous rights in the Amazon.

In conclusion, the history of hydropower in the Amazon is marked by a legacy of colonization, abuse, and conflict. From the rubber boom to the present day, the pursuit of hydroelectric development has shaped and reshaped the Amazon landscape, leaving a great impact on its ecosystems and indigenous peoples.

- 1. What was the main reason for the boom of the rubber industry in the late 19th century?**
 - a. Increased European demand for the rubber latex.
 - b. Abundant natural resources in the Amazon.
 - c. Introduction of new technologies.
 - d. Population growth in the Amazon region.

- 2. What was the main purpose of the hydropower projects that were initiated in the early 20th century?**
 - a. Protecting local ecosystems.
 - b. Supporting indigenous communities.
 - c. Supplying power to growing industries.
 - d. Developing the tourism industry.

- 3. What was the purpose of the Brazilian government's hydropower projects?**
 - a. Improvement of regional education.
 - b. Economic development and energy security.
 - c. Mechanization of agriculture.
 - d. Promotion of tourism.

- 4. What do environmentalists and local rights activists claim?**
 - a. Dam construction is contributing to regional culture.
 - b. Dam construction is benefiting indigenous groups.
 - c. Dam construction is harming the environment and indigenous communities.
 - d. Dam construction is promoting economic development.

- 5. What is the current situation regarding the social and environmental impacts of hydropower?**
 - a. The impacts are fully understood, and there is little debate.
 - b. The debate over the impacts continues.
 - c. The impacts are completely denied.
 - d. The impacts are ignored.

6. Choose the appropriate title for this passage.

- a. The Impact of Rubber Industry on Amazon Ecosystems
- b. Colonization and Its Effects on Indigenous Rights in the Amazon
- c. The Role of Deforestation in Amazon Energy Production
- d. Hydropower Development and Its Controversies in the Amazon

B. Read the following passage and answer questions 1~3.

Many countries throughout the world have been pushing to increase the amount of renewable energy they use. However, there are many challenges that prevent countries from switching to renewable energy sources. Sometimes, countries have to make difficult decisions about how they spend their resources or have different priorities from other countries.

Some renewable energy sources, like solar panels, require special knowledge to install and create. Countries without strong education systems may have difficulties training workers to set up energy sources like solar panels or wind turbines. Making changes in an educational system takes a long time, so these issues cannot be solved quickly. Countries that need more domestic workers with the necessary knowledge often have to send their citizens to study abroad or hire expensive foreign workers. Educated workers might take their skills to countries where pay is higher, further contributing to this shortage. The process by which skilled workers move from their home country is known as “**brain drain.**”

Another major issue in the use of renewable energy sources is that many places need more resources. Batteries, which are necessary to store energy, often require rare materials to create. These materials are only present in large quantities in certain areas of the world. Therefore, countries must trade to get these resources if they need them. Of course, highly useful and rare resources are expensive, so it sometimes makes more financial sense for resource-poor countries to choose non-renewable sources of energy like coal or oil.

What can be done about the above issues? Richer countries can provide aid to poorer countries so that these poorer countries can more widely use renewable energy. This aid can either be financial aid or other kinds of aid, like sending skilled workers. These skilled workers can help build new energy sources and train local people so that they can build things on their own. Governments must also invest in their own citizens' futures through wise spending in education. Even countries that have plenty of physical resources and money might fall behind in education or spending on renewable energy production.

Questions

1. What is the cause of “brain drain” in paragraph 2?
2. Why do resource-poor countries choose non-renewable sources of energy and not renewable energy sources?
3. Is there anything that you are doing to help stop global warming?

Yes. If so, what are you doing and why?

No. Why not?

This is the last page of the exam.

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英語・解答用紙

聖学院中学校

受験番号

座席番号

名前

模範解答

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[Part 1] (2 points each)

A.

1.	2.	3.	4.	5.	6.	7.	8.
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B.

1.	2.	3.	4.
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C.

1.	2.	3.	4.	5.	6.	7.	8.
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[Part 2] (5 points each)

A.

1.	2.	3.	4.	5.	6.
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B.

1.

2.

(20 points)

3.