

ク ラ ス		受験番号	
出席番号		氏 名	

# 2014年度

## 第3回 全統記述模試問題

# 英 語

2014年10月実施

(100分)

試験開始の合図があるまで、この問題冊子を開かず、下記の注意事項をよく読むこと。

### 注 意 事 項

1. 問題冊子は18ページである。
2. 解答用紙は別冊になっている。(解答用紙冊子表紙の注意事項を熟読すること。)
3. 本冊子に脱落や印刷不鮮明の箇所及び解答用紙の汚れ等があれば試験監督者に申し出ること。
4. 解答すべき問題数は5問で、リスニングを必要とするか否かによって次のようになっている。指示に従って解答すること。

リスニング	問 題 番 号
必要とする	① ③ ④ ⑤ ⑥
必要としない	② ③ ④ ⑤ ⑥

5. 試験開始の合図で解答用紙冊子の英語の解答用紙(2枚)を切り離し、下段の所定欄に氏名・在・卒高校名・クラス名・出席番号・受験番号(受験票の発行を受けている場合のみ)を明確に記入すること。なお、氏名には必ずフリガナも記入のこと。
6. 解答には、必ず黒色鉛筆を使用し、解答用紙の所定欄に記入すること。解答欄外に記入された解答部分は、採点対象外となる。
7. 試験終了の合図で上記5.の事項を再度確認し、試験監督者の指示に従って解答用紙を提出すること。



英語の問題は次のページから始まる。

**1** 【2との選択問題】 (配点 15点)

これから英文とその内容に関する5つの質問文が読まれる。その質問文の答えとして最も適当なものを(A)～(D)の中からそれぞれ1つずつ選び、記号で答えよ。なお、英文と質問文は2度繰り返される。また、放送を聞きながらメモをとっても構わない。

1.

- (A) To be a happily married woman.
- (B) To work for a famous company.
- (C) To run a boutique.
- (D) To sew dolls' dresses.

2.

- (A) By that time, the speaker had another dream to realize.
- (B) The bank told the speaker to pay back all the money it had lent her.
- (C) The shop experienced a loss of £25,000.
- (D) The shop didn't sell enough clothes to stay in business.

3.

- (A) A former employee took the speaker's cat.
- (B) A friend of a friend offered the speaker a mattress in her attic.
- (C) The speaker's family was always beside her and cheered her up.
- (D) Some friends stored things the speaker owned.

4.

- (A) 11 years old.
- (B) 46 years old.
- (C) 47 years old.
- (D) 50 years old.

5.

- (A) The speaker finally got out of her friend's house and moved to a cottage.
- (B) The speaker got a new job at Oxfordshire.
- (C) The speaker kept in mind how generous people could be.
- (D) The speaker started her new online shop.

**2** 【①との選択問題】 (配点 15点)

次の英文を読み、文中の空所(1)～(5)に入れるのに最も適当なものを、(ア)～(エ)の中からそれぞれ1つずつ選び、記号で答えよ。

At a time when most countries are struggling to figure out where to dump all the trash that is generated on a daily basis, Sweden is turning the other cheek — they want more trash. In fact they want it so badly that they plan to import 800,000 tons of it from other countries.

In the 1940s, when most of the world had never even considered ( 1 ) a recycling plant, this progressive country began a program to \*incinerate its garbage and turn it into energy. While this initially released harmful toxins into the atmosphere, over the years, the country has improved the technique so much that these have now been reduced to very low levels.

( 2 ), the energy produced by these plants has steadily increased, so that today they generate enough energy to provide heat to about 810,000 households (that's about 20% of all Swedish homes) and electricity to 250,000. And there's more to this story.

Thanks to intense public awareness messages, strict laws and an amazingly conscientious population, only 4% of all Swedish trash ends up in a landfill. In contrast, 63% of the trash generated in the USA ends up in landfills.

However, all this 'greenness' has resulted ( 3 ) a unique problem. While its incinerator plants have the capacity to process up to 2 million tons of household trash each year, they don't get enough raw material. Hence the decision to import other countries' trash — something that is definitely not in short supply ( 4 ) else in the world.

Neighboring Norway has already begun sending its garbage, while Bulgaria, Romania and Italy are seriously considering the proposition too. All in all, Sweden expects to import 800,000 tons each year. They are of course charging heavily for this 'import', but we somehow think there will not be much argument over the cost.

Now, ( 5 ) all the countries could line up to learn how the Swedes were able

to do what none of us can or really want to do, innocent marine animals would not have to deal with our plastic bags, bottles and everything else we dump in the oceans.

(注) incinerate: 焼却する

- |                  |                 |                |                   |
|------------------|-----------------|----------------|-------------------|
| (1) (ア) to build | (イ) of building | (ウ) building   | (エ) as building   |
| (2) (ア) While    | (イ) Meanwhile   | (ウ) Worthwhile | (エ) After a while |
| (3) (ア) in       | (イ) as          | (ウ) of         | (エ) from          |
| (4) (ア) where    | (イ) of where    | (ウ) somewhere  | (エ) anywhere      |
| (5) (ア) whether  | (イ) just as     | (ウ) if only    | (エ) only when     |

**3** 次の設問A・Bに答えよ。(配点 20点)

A 次の1～8の英文の空所に入れるのに最も適当なものを、(ア)～(エ)の中からそれぞれ1つずつ選び、記号で答えよ。

1. Could you help ( )? I can't do everything by myself.

- (ア) the preparations (イ) me the preparations  
(ウ) to the preparations (エ) with the preparations

2. His explanation was ( ) from satisfactory.

- (ア) away (イ) far (ウ) free (エ) nothing

3. We took a left turn when we ( ) right.

- (ア) could go (イ) might go  
(ウ) should have gone (エ) would have gone

4. I haven't had canned tuna in years, and ( ).

- (ア) neither my cat has (イ) nor my cat has  
(ウ) neither has my cat (エ) so has my cat

5. This is the site ( ) perfect for the new hospital.

- (ア) where I consider (イ) I believe is  
(ウ) I regard (エ) that they say

6. ( ) this software for such a purpose.

- (ア) It is suggested you use (イ) It is suggested using  
(ウ) You are suggested that you use (エ) You are suggested to use

7. The man, ( ), had come home at about midnight.

- (ア) I argued that (イ) he seemed (ウ) I was said (エ) I was told

8. Methane hydrate, an ice-like substance ( ) of methane and water that is stable at low temperatures and under high pressure, could become a critical source of energy.

- (ア) consisted (イ) consists (ウ) consisting (エ) is consisted



B 次の 1, 2 の各組の英文 a, b, c の空所に共通して入れるのに最も適当な語を、それぞれ 1 語の英語で書け。

1.

- a. We arrived just as the ceremony was (        ) to begin.
- b. Reading can totally change your views on what life is all (        ).
- c. I've noticed there's something strange (        ) John.

2.

- a. The restaurant is (        ) door to the bank.
- b. I'll be seeing him the week after (        ).
- c. Finishing the job by 10 o'clock will be (        ) to impossible.

**4** 次の英文を読み、以下の設問に答えよ。(配点 60点)

Sharks risk being driven to extinction due to overfishing, with almost 100 million killed each year, scientists have warned. <sup>(1)</sup>Many species of shark need better protection to prevent their extinction within coming decades, researchers warned in advance of a global conference on the trade in threatened species. The Convention on International Trade in Endangered Species (CITES) will consider greater protection of \*vulnerable sharks, including \*porbeagles, \*oceanic whitetip and three types of \*hammerhead, to preserve their populations.

Sharks are caught for their fins for use in shark fin soup, a delicacy in Asia. The fins are cut off with the dead body being thrown back into the sea. Sharks grow slowly and take years to reproduce, which makes them vulnerable to overfishing. The researchers estimated that global reported catches, unreported landings, discards and sharks caught and thrown back after their fins were cut off — a process known as finning — added up ( a ) 97 million fish caught in 2010. The figure is only slightly less than the estimated 100 million caught in 2000.

<sup>(2)</sup>It is estimated that between 6.4% and 7.9% of the world's sharks are killed each year, leading to a decline in the numbers of some species. Boris Worm, one of the report's authors, from Dalhousie University in Halifax, said: “<sup>(3)</sup>Biologically, sharks simply can't keep up with the current rate of exploitation and demand. Protective measures must be scaled up significantly in order to avoid a further decline and the possible extinction of many shark species.”

Although some regions, including the European Union, have banned shark finning, commercial fisheries for fins, meat, liver oil, \*cartilage and other body parts are largely unregulated in much of the world. Under the proposals for the CITES meeting, five types of shark would be listed as “Appendix II species”, which would ensure that any international trade in them is sustainable and legal.

A previous attempt to have the trade in some species of shark monitored and regulated under the CITES treaty narrowly failed, but the conservation charity Pew Environment Group believes <sup>(4)</sup>there is a great deal of momentum behind the latest

bid. Elizabeth Wilson, Pew manager of global shark conservation, said the proposals had broad support across developed and developing countries and campaigners. “We are now the predators. Humans have mounted an \*unrelenting assault on sharks, and their numbers are crashing throughout the world’s oceans,” she said. “(5) A simple ‘yes’ vote to support their listing could turn things around for some of the world’s most threatened shark species. Countries should seize this opportunity to protect these top predators ( b ) extinction.”

The CITES meeting is also considering protection for \*manta rays, which are being fished for their \*gill plates, sold in China as medicine and believed to cure a range of health complaints from \*asthma to \*chicken pox and even cancer. The trade is ( c ) the increase, with Mozambique recording an 86% decline in sightings of the fish over the past eight years, but manta rays are very important for tourism and attract divers, who will pay a lot to see them.

The UK environment minister Richard Benyon said: “We want to see better protection for sharks and will be pushing for this strongly at CITES next week. I am keen to see trade controls introduced for vulnerable and endangered species ( d ) porbeagle, hammerhead and oceanic whitetip sharks and manta rays.”

(注) vulnerable: 弱い, (被害などを)受けやすい      porbeagle: ニシネズミザメ

oceanic whitetip: ヨグレザメ      hammerhead: シュモクザメ

cartilage: 軟骨      unrelenting: 情け容赦のない      manta ray: オニイトマキエイ

gill plate: エラ      asthma: 喘息      chicken pox: 水ぼうそう

問1 下線部(1)を和訳せよ。

問2 下線部(2)を和訳せよ。

問3 下線部(3)は、サメのどのような生物学的特徴に基づく発言か。本文に即して、句読点を含めて 30 字以内の日本語で述べよ。

問4 下線部(4)は具体的にはどういう意味か。最も適当なものを、次の(ア)～(エ)の中から 1 つ選び、記号で答えよ。

- (ア) サメの捕獲数が 2000 年から 2010 年で減少傾向にあること。
- (イ) サメの捕獲数はサメの全個体数の 8 % にも満たないこと。
- (ウ) 今ではサメよりも人間の方が捕食動物と言えること。
- (エ) 今回のサメを保護する案には多くの支持があること。

問5 下線部(5)は具体的にはどういう意味か。最も適当なものを、次の(ア)～(エ)の中から 1 つ選び、記号で答えよ。

- (ア) あまり考えずに「賛成」票を投じると物事を混乱させかねない。
- (イ) ただ「賛成」票を投じることで進むべき方向の確認が可能になった。
- (ウ) 「賛成」票を投じてくれさえすれば状況は好転する可能性がある。
- (エ) 「賛成」への単純な投票のせいで状況が逆戻りすることになった。

問6 空所(a)～(d)に入れるのに最も適当なものを、下の語群からそれぞれ 1 語ずつ選んで書け。

at, for, from, in, like, on, to, with

問7 本文の内容に一致するものを、次の(ア)～(エ)の中から 1 つ選び、記号で答えよ。

- (ア) Sharks are in great demand because they are thought to cure cancer.
- (イ) Up to now, there has been no regulation of any kind on shark fishing.
- (ウ) Human beings have killed so many sharks that we have endangered some species.
- (エ) Manta rays are protected very well because they attract divers, who pay a lot.

英語の問題は次のページに続く。

**5** 次の英文を読み、以下の設問に答えよ。(配点 60点)

When the research psychologist Anders Ericsson was fifteen, he took up chess. He was pretty good at it, he thought, easily beating all his classmates in lunchtime matches, until one day a boy who'd been one of the worst players in the class started to win every match.

Ericsson wondered what had happened. "I really thought about this a lot," he recalls in an interview with Daniel Coyle, author of *The Talent Code*. "How could that boy, whom I had beaten so easily, now beat me just as easily? I knew he was studying, going to a chess club, but what had happened, really, underneath?"

This is the question that drives Ericsson's career: How do extraordinary achievers <sup>(1)</sup>[at / do / get / so great / they / to be / what]? Ericsson has searched for answers in fields as diverse as chess, tennis, and classical piano.

<sup>(2)</sup>In a now-famous experiment, he and his colleagues compared three groups of expert violinists at the elite Music Academy in Berlin. The researchers asked the professors to divide the students into three groups: the "best violinists," who had the potential for careers as international soloists; the "good violinists"; and a third group training to be violin teachers rather than performers. Then they interviewed the musicians and asked them to keep detailed diaries of how they used their time.

They found a striking difference among the groups. All three groups spent the same amount of time — over fifty hours a week — participating in music-related activities. All three had similar classroom requirements making demands on their time. But the two best groups spent most of their music-related time practicing in solitude: 24.3 hours a week, or 3.5 hours a day, for the best group, compared with only 9.3 hours a week, or 1.3 hours a day, for the worst group. The best violinists rated "practice alone" as the most important of all their music-related activities. Elite musicians — even those who perform in groups — describe practice sessions with their \*chamber group as "leisure" in contrast to solo practice, where the real work gets done.

Ericsson and his colleagues found similar effects of solitude when they studied

other kinds of expert performers. “Serious study alone” is the strongest predictor of skill for tournament-rated chess players, for example; <sup>(3)</sup>\*grandmasters typically spend an extraordinary five thousand hours — almost five times as many hours as intermediate-level players — studying the game by themselves during their first ten years of learning to play. College students who tend to study alone learn more over time than those who work in groups. Even elite athletes in team sports often spend unusual amounts of time in solitary practice.

What’s so magical about solitude? In many fields, Ericsson told me, it’s only when you’re alone that you can engage in \*Deliberate Practice, which he has identified as the key to exceptional achievement. <sup>(4)</sup>When you practice thoughtfully and carefully in this way, you identify the tasks or knowledge that are just out of your reach, strive to upgrade your performance, monitor your progress, and revise accordingly. Practice sessions that fall short of this standard are not only less useful — they’re counterproductive. They reinforce existing cognitive mechanisms instead of improving them.

<sup>(5)</sup>Deliberate Practice is best conducted alone for several reasons. It takes intense concentration, and other people can be distracting. It requires deep motivation, often self-generated. But most important, it involves working on the task that’s most challenging to *you* personally. Only when you’re alone, Ericsson told me, can you “go directly to the part that’s challenging to you. If you want to improve what you’re doing, *you* have to be the one who generates the move. Imagine a group class — <sup>(6)</sup>you’re the one generating the move only a small percentage of the time.”

(注) chamber group: 室内楽団

grandmaster: (チェスの) グランドマスター, 名人

Deliberate Practice: 集中的訓練 (一流のレベルに到達するための訓練法)

問1 下線部(1)の [ ] 内の語句を並べ換えて、文脈に合った英文を完成せよ。解答は、解答用紙の所定欄に下線部分のみを記入すること。

問2 下線部(2)で述べられている実験に関して、本文の内容に一致するものを、次の(ア)～(エ)の中から1つ選び、記号で答えよ。

(ア) 実験者たちはベルリン音楽院の教授たちを、それぞれの能力に応じて3つのグループに分類した。

(イ) 「最も優秀なバイオリニスト」に分類された者たちは、いずれ音楽教師になることが見込まれていた。

(ウ) 3つのグループの間で、音楽関連の活動に費やす時間そのものには大きな違いが見られなかった。

(エ) 「最も優秀なバイオリニスト」のグループは他の2つのグループよりも、1週間あたり24時間近く音楽関連の活動に充てる時間が長かった。

問3 下線部(3)を和訳せよ。

問4 下線部(4)を和訳せよ。

問5 下線部(5)に関して、本文で述べられている理由を3つ、句読点を含めてそれぞれ35字以内の日本語で説明せよ。

問6 下線部(6)の意味に最も近いものを、次の(ア)～(エ)の中から1つ選び、記号で答えよ。

(ア) you can initiate actions whenever you want to

(イ) people in the group can seldom talk as they like

(ウ) nobody but you is responsible for the group you belong to

(エ) most of the time one has to do what others choose to do



英語の問題は次のページに続く。

**6** 次の設問 A～C に答えよ。(配点 45点)

A 次の 1～4 の日本文の意味になるように、それぞれ( )内の語(句)を並べ換えて英文を完成せよ。解答は、解答用紙の所定欄に( )内の並べ換えた語句のみを記入すること。ただし、文頭に来るものも小文字で示してある。

1. 彼女は髪を風になびかせてボードウォークを裸足で歩いていた。

She was walking barefoot down the boardwalk (in / her / with / the / blowing / hair) wind.

2. メアリーは彼の見せかけの親切心にだまされた。

Mary (apparent / was / his / by / in / taken / kindness).

3. リスクが利益を上回らないよう止めておくことが肝要です。

It is important to (outweigh / sure / that / the benefits / make / the risks / don't).

4. その法律に従わないと、重い罰金を科せられることがあります。

(failure / can lead / a large / the law / to obey / to / fine).

B 次の1, 2の日本語の意味になるように, 下線部を補い英文を完成させよ。解答は, 解答用紙の所定欄に下線部分のみを記入すること。

1. 昨日テストで満点を取れたからといって, 今日勉強をしなくてよいということにはならない。

Just because \_\_\_\_\_ that you don't have to study today.

2. スミスさんはとても親切な人なので, 最寄り駅までの地図を描いてくれました。

Ms. Smith is such \_\_\_\_\_.

C 次の日本文の下線部(1), (2)を英訳せよ。

(1)外国に暮らすようになってまず直面する問題は、相手の話が聞き取れないことだ。何をするにしても聞き返すことになるので、相手に申し訳なく、結局あいまいなままでお茶を濁してしまう。(2)パーティーの席では、わからない冗談に、周りにつられて笑ってしまう。このような惨めさは体験した者にしかわからないだろう。







